DOCUMENT RESUME

ED 379 266 SP 035 795

AUTHOR	Freeouf, Barbara C., Ed.
TITLE	Report on a Project To Integrate Multicultural Diversity into Required Preservice Teacher Education Courses at Nine Westchester Colleges and Universities: W.T.E.G., Volume I.
INSTITUTION	Westchester Education Coalition, Inc., White Plains, NY.
SPONS AGENCY	DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.
PUB DATE	94
NOTE	200p.; For Volume II, see SP 035 796.
AVAILABLE FROM	Westchester Education Coalition, Inc., 222 Bloomingdale Rd., White Plains, NY 10605 ($10).
PUB TYPE	Collected Works - General (020) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Course Descriptions; Cultural Differences; *Cultural Pluralism; Elementary Secondary Education; *Foundations of Education; Higher Education; Integrated Curriculum; *Methods Courses; *Multicultural Education; *Preservice Teacher Education; Required Courses; Schools of Education; Specialization; *Teacher Education Curriculum
IDENTIFIERS	*Westchester Teacher Education Group NY

ABSTRACT

This collection of papers describes efforts of the Westchester Teacher Education Group (WTEG) to incorporate multicultural concepts into teacher preparation courses. Part I gives an overview of the WTEG and the activities of its task force on diversity and the family, in three papers: "The Westchester Teacher Education Group: History and Purpose" (Shirley L. Mow); "Supporting and Coordinating Partnerships for Change" (Barbara C. Freeouf); and "Infusing a Multicultural Perspective into Selected Preservice Courses: A Conceptual Framework" (Ana Maria Villegas and Beatriz Chu Clewell). Part II presents revised preservice teacher education syllabi that reflect ways in which multicultural diversity can be integrated into foundations courses, methods courses, and specialized courses. The papers in Part II include: "Models of Personal and Social Growth" (Neil Garofano); "Language and Literacy" (Mary Hebron); "Global Perspectives: Teaching Diverse Students" (Rita Silverman and Mary M. Williams); "Educational Psychology" (Steve Steffens); "Curriculum Development in Elementary School Subject Areas: Reading" (Joan M. Black); "Developmental Reading: Methods and Materials" (Sylvia Blake); "Learning and Teaching in Primary and Elementary Grades: Social Studies" (Terry Cicchelli); "Reading Methods" (Ruben Hernandez); "Methods and Materials of the Social Studies Curriculum" (Mary Hughes); "Learning Programs for Young Children & Practicum" (Virginia A. Salamone); "Social Welfare as a Social Institution" (Marguerite M. Coke); "Social Science Research" (Nilda E. Hernandez); and "The Impact of Prejudice on Minority Groups in America" (Sheldon Marcus). Appendices provide a list of task force participants' names and addresses, a display of the project structure, and a list of 79 seminar readings/information packets. (Most papers contain references.) (JDD)

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REPORT ON A PROJECT TO INTEGRATE

Multicultural Diversity

INTO REQUIRED PRESERVICE TEACHER EDUCATION COURSES AT NINE WESTCHESTER COLLEGES AND UNIVERSITIES:

W.T.E.G., Volume I

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REPORT ON A PROJECT
TO INTEGRATE

Multicultural Diversity

INTO REQUIRED PRESERVICE
TEACHER EDUCATION COURSES
AT NINE WESTCHESTER
COLLEGES AND UNIVERSITIES:

W.T.E.G., Volume I

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Westchester Education Coalition, Inc.

The Westchester Education Coalition, Inc. is a unique partnership of schools, colleges, business, government, churches, social services, and community organizations working together to improve the quality of education in Westchester and Putnam counties, New York. The Coalition is affiliated with Westchester 2000 of the Westchester County Association, Inc. and the County of Westchester and is classified as a Secion 501(C)3 organization under the Internal Revenue Code of 1954.

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Printed in the United States of America.

Printed by AmeriCard Thermographers Corp.

Barbara C. Freeouf, Editor

Additional copies of this report are available for $10.00 from:

The Westchester Education Coalition, Inc.
222 Bloomingdale Road
White Plains, New York 10605
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ACKNOWLEDGEMENTS

The Westchester Teacher Education Group (WTEG) is four-year project made possible by a grant from the DeWitt Wallace-Reader's Digest Westchester Fund of the Westchester Community Foundation. The Westchester Education Coalition, Inc. gratefully acknowledges their generous support and commitment to the improvement of teacher preparation in Westchester/Putnam Counties.

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Part I.

PROJECT OVERVIEWS

The Westchester Teacher Education Group (WTEG) is a four-year, four-strand project aimed at improving teacher preparation at nine Westchester colleges and universities. Selected classroom teachers from 55 area school districts were invited to participate in various parts of the project. Numerous consultants, speakers, and evaluators were also involved throughout. This part gives an overview of the history, support, and conceptual framework of WTEG's task force on diversity and the family.

One

THE WESTCHESTER TEACHER EDUCATION GROUP: HISTORY AND PURPOSE

Shirley L. Mow
Westchester Education Coalition, Inc., White Plains, New York

In 1991, the Westchester Education Coalition launched a major project aimed at bringing together faculty from nine colleges and universities in Westchester to explore ways of improving and implementing change in traditional teacher preparation. The aim of the project was to make teacher education programs in Westchester more responsive to the changing needs of today's students and the reforms going on in K - 12 schools across the country. The goal was to establish a collaborative, the Westchester Teacher Education Group (WTEG), which would identify and examine issues related to teacher education and would develop joint strategies for improvement. The project was initiated and administered by the Westchester Education Coalition and supported by a four-year grant from the DeWitt Wallace - Reader's Digest Westchester Fund of the Westchester Community Foundation.

Since 1983, when **A Nation at Risk** sounded the alarm, numerous commissions and task forces called for sweeping changes in the structure and governance of our schools and in the way children are taught. Elementary and secondary schools across the country have responded to the call for reform in varying degrees and with mixed success, but colleges and universities have been essentially absent from the movement. School reform requires action and consistent policies across all parts and levels of the educational system. Schools and departments of education -- those responsible for preparing future teachers -- have thus far, failed to meet the challenge.

The Education Commission of the States and the National Governors' Association have criticized teacher education programs for failing to adapt to the current school reform movement. **A Nation Prepared: Teachers for the 21st Century** called for higher standards for teachers that focus on what teachers need to know and be able to do. The Holmes Group recommended that university faculties become more expert educators of teachers and that schools become places where both teachers and university faculty can systematically inquire into practice and improve it. Teaching and the preparation of teachers cannot be changed in isolation. The core assumption is that if we produce more effective teachers we produce better results for students.

In response to these reform agenda, there is a call for teacher educators to provide a vision for greater quality in teaching and learning and greater responsiveness to the needs of children in the 21st century. According to another Holmes Group's report, **Tomorrow's Schools of Education: Curriculum Quality and Social Responsibility**,

> "More ambitious teaching and learning for all children is needed, but this agenda cannot be realized without significant change in the knowledge, skills, and commitments of educators. . . . . . Low level basic skills conveyed through traditional methods of instruction no longer constitute the goals of education. Rather, as many educational, business, and political leaders now advocate, we must pursue a far more ambitious agenda of teaching and learning that is captured in such conceptual phrases as conceptual understanding, critical thinking, problem solving, and higher order learning."

The challenge that lies ahead for schools and departments of education, as the Holmes Group suggests, is to develop, revise and expand learning to teach based on these ambitious conceptions of teaching and learning.

This daunting challenge will place difficult demands on teachers because it calls for a departure from familar patterns in the classroom. Powerful and ingrained notions of conventional teaching and learning must be modified. More of the "brightest and the best" students need to be attracted to the field. Future teachers will be required to have a greater depth of understanding of the content they teach. Prospective teachers will need to make relevant connections between what they learn on campus and what happens in the classroom. There is also need for more clarity with regard to what knowledge is really important and integration of new research and information about students and how they learn. Exposure to teaching techniques other than the lecture format will be important because cognitive and managerial demands of instruction based on the ambitious conceptions of teaching and learning will be greater than traditional teaching methods.

As with school restructuring, reforming teacher education will not be easy. There are many obstacles. For example, professional education courses are often not valued in academe. Teaching is often perceived by faculty from other disciplines as highly simple work - presenting or passing on knowledge and keeping order. Therefore the preservice curriculum is not seen as essential to good teaching. While most everyone agrees that to raise the level of teaching quality better arts and sciences preparation are essential, it is harder to argue for change in what skills and knowledge teacher educators themselves provide most directly to prospective teachers. Other reasons why there is so little serious effort to change teacher preparation is the fact that the responsibility for teacher education is scattered within the institution. There is frequently a lack of commitment from the top and activities such as working with schools or supervising student teachers are seldom promoted or rewarded, but requires much time and energy from teacher educators, nonetheless. Futhermore, overly prescriptive state rules and regulations, and the lack of resources and time to devote to curricular revision also impede change. As John Goodlad states in his book, **Teachers for**

Our Nation's Schools, "Few matters are more important than the quality of the teachers in our nation's schools. Few matters are as neglected."

In the mid-1980s, major research universities came together with other teacher preparation institutions, as "the Holmes Group," to respond to the reform agenda. However, for reform to be effective all types of institutions that educate prospective teachers need to be involved. According to a 1988 American Association of Colleges for Teacher Education report, **Teacher Education Pipeline**, the vast majority (82 percent) of teacher education programs in the Northeast are housed in institutions that enroll less than 9,000 students. Furthermore, 70 percent of these colleges and universities are independent institutions. This means that, in the Northeast at least, a significant proportion of teachers receive their pre-service preparation from relatively small, independent institutions. Westchester County is no exception.

These institutions often face more obstacles than the major research universities when trying to respond to change. They lack critical size and resources to mount any meaningful reform initiatives. At these institutions, the primary responsibility of education faculty is teaching and supervision. Because of the emphasis on teaching, faculty are not always aware of the latest research about students and how they learn; and if they are, they frequently do not have the opportunity to take on the task of integrating the research into their courses.

Based on our interest in building partnerships for the purpose of educational reform, the Westchester Education Coalition approached all eight Westchester colleges that, at that time, 1991, offered teacher education programs with a proposal to establish a collaborative professional development project for education faculty. Established in 1984, the Westchester Education Coalition, Inc. is a unique partnership of schools, colleges, business, county government, parents, social services, and community organizations in Westchester and Putnam counties. Its primary goal is to encourage collaboration among the various constituencies for the purpose of improving education in Westchester and Putnam schools. The Coalition works with 55 school districts and 13 colleges in the two counties. The purpose of the teacher education project was to focus intensive activities on issues related diversity, technology, work-based learning, and science/mathematics, four areas of preservice teacher education the Coalition believed needed attention.

Diversity. Perhaps the most dramatic changes affecting schools and their role in society have to do with the changing demography and a changing ideology. More than ever before, those entering the teaching profession must be prepared to instruct diverse student populations. All educators will need to appreciate the complexity of cultural issues and the values of tolerance. Teachers must understand the needs and characteristics of various ethnic groups, the differences in the structure of the family and communication patterns within the family. In addition, the number of children at risk in our society is increasing. The challenge is to provide high quality education not to the few but for all.

Technology is another area that needs attention. The rapid development and increasing use of technology in business and our daily lives has profound implications for schools, yet prospective teachers are not being adequately prepared for integrating technology into the classroom. At present neither the computer science faculty, who have little knowledge of the curricula taught in the classroom nor education faculty, who are rarely familar with the use of latest technologies, are adept at preparing new teachers to integrate technology into their teaching.

Work-based learning. Another problem that has been the subject of a series of reports and initiatives throughout the country is the transition from school to an ever more demanding workplace. Higher order cognitive skills, life-long learning, working cooperatively with people in different fields and of different backgrounds, and adapting readily to a rapidly changing workplace are just some of the expectations the workplace now holds for what is taught in schools and how it is taught. But schools have yet to make any significant headway into translating these changes into educational practice.

Mathematics and science. Lastly, with international companies in science and mathematics consistently placing U.S. students at the bottom, it is clear that there is a need for fundamental change in the way mathematics and science are taught. Improvement in both the quality and quantity of math and science courses has been a major concern for the past decade. Among the most recent calls for change are the National Council of Teachers of Mathematics' new curriculum and teaching standards which recommend greater emphasis on teaching the understanding of math and problem solving, and New York State Education Department's new requirement of a minimum of six credits in math and science each for all teacher certification programs.

While the need to provide prospective teachers with knowledge in these areas has been recognized, the most common approach to addressing the problem has been to add one or more education course(s) on the subject, while leaving the exisitng curriculum unchanged. It is questionable whether the "added course approach" is effective in preparing prospective teachers for the classroom they will encounter in the future. First, these "added" courses are often offered as electives and that makes it possible for prospective teachers to obtain their credential without receiving any exposure to these areas. Second, the information (i.e. cultural diversity or work-based learning) presented in these courses is helpful, but frequently lacks depth or clarity as to how this information is used in teaching. To be effective, teacher education programs should not treat these areas as subject matter separate from other aspects of pedagogy.

In the view of the members of WTEG, diversity, technology, work-based learning, and science/mathematics are areas that ought to permeate the entire teacher education curriculum and should not be viewed as discrete subject matter to be treated as separate courses. By infusing these perspectives throughout the curriculum, education faculty, faculty from other disciplines and generations of students and future teachers will be affected. **The goal of the project therefore was to have faculty integrate the latest research and skills in these 4 areas into required education courses in the belief that these thematics threads would lead to reforms of traditional teacher education in Westchester institutions.**

There were several assumptions for developing the project: (1) that faculty would be willing to undertake the work of reviewing and revising the curriculum if given the opportunity based on a concern for their students and their own interest in improving the quality of teaching and learning; (2) that a collaborative faculty development project would improve teaching in local colleges by stimulating renewed faculty interest in teaching and student interest in learning; (3) that inter-institutional faculty development would not only benefit individual faculty members professionally but encourage sharing and networking among the institutions; and (4) that colleges lacked the resources to carry out extensive reform individually and would welcome support for such an undertaking.

The Westchester Education Coalition was well positioned to play a key role by providing leadership and creating a favorable context for collaboration not only among the colleges but with the local schools. In a third party role, the Coalition could provide neutral territory for discussion of issues outside individual institutional concerns, demands and restraints which often pose obstacles to reform. Moreover, because of its strong ties to business and the community, the Coalition offered the possibility of building new relationships and resources which may not have been heretofore available to the colleges.

Eight Westchester institutions were invited to participate in the WTEG project, College of New Rochelle, Concordia, Iona, Manhattanville, Marymount, Mercy, Pace and Sarah Lawrence. After the project started, a ninth school, Fordham University, with a new branch campus in Westchester, asked to join the group.

The project was divided into two phases. Phase I focused on diversity and technology from 1991 to 1993; phase II on work-based learning and science/mathematiacs from 1993 to 1995. Task forces were established for each of the four areas. Education faculty from the nine colleges and classroom teachers from a number of local schools were asked to participate in one of the task forces which required a commitment of two years. The role of classroom teachers was to contribute to the discussions and to provide feedback on issues related to classroom reality and teachers' professional development. Participating classroom teachers were also exposed to the same training, skills, and knowledge base as their college counterparts.

The task forces generally met on a monthly basis during the academic year. Several task forces also held seminars or intensive training during the summer. Participants read and discussed materials of both general and specific interest to the topic. For example, in the first year, the diversity workshops were facilitated by Drs. Beatriz C. Clewell and Ana Maria Villegas of the Educational Testing Service. During the second year, enrichment workships were provided by Drs. Dorothy O. Helly from Hunter College, Alta Ortiz from John Jay

College, and Courtney Cazden of Harvard, all of whom led workshops at important points. Generally, the first year was devoted to the research, training, group discussions, and course revision. The second year focused on field testing and refinement of the course revisions. In exchange for the time spent in and preparing for monthly workshops, college faculty were given one course release time or a teaching overage stipend, generally in the first semester of the project. School districts were reimbursed for substitute teacher costs. All participants were given stipends for any summer semimars attended.

Upon completion of the two years, participants were asked to present and share their course revisions with their colleagues at the college or school, and where appropriate, to lead departmental discussions on them. The reports compiled in this publication reflect their efforts.

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Two

SUPPORTING AND COORDINATING PARTNERSHIPS FOR CHANGE

Barbara C. Freeouf
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Systemic change is a process, not a one-time event. For a single school or organization it requires: understanding the interconnectedness of all aspects of the school and realizing that changing one thing affects many other things; establishing a context where all players create a shared vision; translating, communicating, and developing that vision into action by building bridges within the organization; understanding the dynamics of the organization and its underlying culture; recognizing that the responsibility for change resides with everyone involved with the organization.

Professional development is also a process and not an event. For individual educators it requires: acknowledging and working with an understanding of the individual's level of expertise; utilizing a personal growth model and adopting a "working with" framework, as opposed to deficit model of learning; recognizing that teaching and learning, curriculum and teaching are inextricably linked; revelling in the notion that professional growth is never quite complete and is linked to personal growth and self-confidence. Like systemic change, it requires understanding the interconnectedness of all aspects of a professional's life. The complexities that ensue when one project combines systemic change with professional development and curriculum integration with eighteen different institutions certainly makes the entire enterprise more challenging, sometimes even daunting.

In the previous chapter, Shirley Mow, the Executive Director of the Westchester Education Coalition and WTEG's Project Director, described its evolution and rationale. In many respects, the project epitomizes what the Coalition does and how it strives to develop systemic change in areas such as preservice and inservice teacher education on a county-wide basis. The Coalition's basic mission is to always develop such initiatives in partnership with others, thus helping create shared visions of educational change.

Teacher education faculty from nine Westchester colleges/universities and classroom teachers from nine school districts participated in WTEG'S "Task Force on Diversity and the Family" (Appendix A). The project's main goal was to enable teacher educators to integrate new skills, knowledge, and understandings into required courses. This was accomplished by providing teacher education faculty and their classroom teacher-partners with various incentives and opportunities over a two-year period . Additionally, WTEG aimed at providing neutral turf for issues that were common to all nine schools or departments of education, as well as issues that connect teacher educators to school practitioners. By structuring the project as a collaborative enterprise, it enabled the Coalition to develop the types of cross-institutional interactions which could simulate various forms of a professional development school. In the main, teacher education was regarded in the WTEG as a key, missing link in school reform.

One of the major challenges that I faced as the "glue that held the project together," was how to best provide support for and communications among the individuals, the institutions, and the consultants in each of the four strands of the project. The organizational structure of the project (Appendix B) provided some of the general administrative support and communications, including an Advisory Council comprised of deans, department chairs, superintendents, and principals. A subcommittee of the education chairs provided the fundamental institutional cohesion and two-way communications between the participants, the Coalition, project facilitators, and evaluators. This key group met each month with the project directors with no compensation or release time for their immeasurable services.

Facilitators and other consultants were built into the project, providing the content support and evaluation component. In the casé of the "Diversity Task Force," as the first group came to be known, two senior research scientists from the Educational Testing Service, Drs. Ana Maria Villegas and Beatriz C. (Toni) Clewell, provided the scholarship on multicultural diversity, facilitated the monthly seminars, and constructed the evaluation process, which they will discuss in greater detail in Chapter Three. Coordinating and facilitating communications among consultants, evaluators, and participants became a second administrative challenge.

The third and perhaps biggest challenge about WTEG support had to do with working with individuals and groups of people in the process of change. I consulted the well-known "Concerns-Based Adoption Model" (Hall et al, 1986), having previously used it in a study of a significantly smaller group doing curriculum planning in preservice teacher education (Freeouf, 1988). Briefly, CBAM postulates that innovation diffusion as applied to individuals connects their individuals Stages of Concerns (SoC) with their Levels of Use (LoU) of the same. In combination, these provide a powerful description of the dynamics of an individual involved in change -- one dimension focussing on feelings, the other on performance. The model has been field-tested numerous times since its inception in the early '70's and is particularly interesting as it applies to curriculum development and groups of individuals working together.

A summary of CBAM's two main components is found in the tables below:

TABLE 1. STAGES OF CONCERN
0. AWARENESS: I am not concerned about it (the innovation)
1. INFORMATIONAL: I would like to know more about it.
2. PERSONAL: How will using it affect me?
3. MANAGEMENT: I seem to be spending all my time getting material ready.
4. CONSEQUENCE: How is my use affecting kids?
5. COLLABORATION: I am concerned about relating what I am doing with what others are doing.
6. REFOCUSING: I have some ideas about something that would work even better.

TABLE 2. LEVELS OF USE
0. NON-USE: little or no knowledge, involvement, doing nothing to become involved
1. ORIENTATION: takes action to learn more detailed information about the innovation
2. PREPARATION: makes a decision to use it by establishing a time to begin
3. MECHANICAL USE: begins first use
4. ROUTINE: a routine pattern of use is established
5. REFINEMENT: changes use based on formal or informal evaluation in order to increase student outcomes
6. INTEGRATION: initiates changes in use based on input from and in coordination with colleagues for benefit of students
7. RENEWAL: begins exploring alternative to or major modifications of it in use

At first, CBAM seemed like a good-fit for use with the entire WTEG project because all four strands involved new skills, new knowledge, or new ways of working. While I was able to apply the model with varying degrees of success and precision with my work with each of the four task forces, CBAM, nonetheless, provided me with a framework for understanding the obstacles that all the participants faced in being challenged to "integrate" new skills and understandings in their courses. By translated "complaints" into "stages of concern," I found that I was better equipped to support and to represent individual needs at strategic decision-making points. However, it should also be noted that the model was used more as a reference-point or reality-check and not in the scientific manner developed by its developers.

One might argue that because CBAM is fundamentally concerned with "innovation diffusion," it may not be as useful in the realm of ideas and information, such as multicultural diversity strand represents, because certain ideas and theories may not always regarded as "new" or "innovative." This, in fact, turned out to be precisely the case with some of the diversity task force participants. They did not acknowledge or could not acknowledge much newness in the content of what Villegas and Clewell call "the information packets," the research, articles, the selected scholarship on diversity, at least in public -- at the large group meetings. In our culture, one might hypothesize, it just isn't "savvy" for an educator to acknowledge that s/he doesn't know everything about diversity issues, whereas, interestingly enough, with math, science, or technology, it's appears relatively socially acceptable. Also, there was quite a large amount of material to read and "digest," so it is quite possible that some of these participants were unable to, using the CBAM terminology, reach a high level of use (integration and collaboration) on this strand's strict time-table.

Eventually, "resistance" on the part of some of the participants was replaced by a more intimate analysis of the content and ideas, as evidenced by the varied products in this volume. Deadlines and resource limitations were strong contributing factors to completion. But because much of the syllabi revision occurred in private and was not part of our data bank, we can only conjecture as to how the integration of ideas proceeded. Time and opportunities to think through and apply even old ideas in new ways were acknowledged in both seminar evaluations and exit interviews by most of the participants, and can still be well-explained by the CBAM model. The latter contends that "integration" and collaboration represent relatively high level stages for individuals in the throws of new knowledge acquisition and utilization and eventually many of the participants reached those stages. It appears that the WTEG participants, like learners everywhere, came in with varying degrees of knowledge and readiness to tackle the challenges of multicultural diversity. To be ready to integrate new knowledge and to do so in collaboration with others, it appears, requires much more time and concerns-management than this part of the project was originally designed to provide.

Additionally, the field of multicultural diversity is fraught with conflict and controversy, as both an area of research and as areas of curricula. In this regard, it is not unlike the other strands of the project, technology, mathematics and science, and work-based learning. All of them have conflicting schools of thought and research. And as one quickly discovers when getting acquainted with a new area of scholarship, there is no one model nor one theory to which every participant subscribes.

In retrospect, perhaps the biggest limitation that the CBAM model presents as applied to the arena of ideas (as opposed to skills-acquisition, such as technology), is not so much the notion that a body of knowledge (in this case, the scholarship on diversity) is really an "innovation," but it does not adequately acknowledge the entry-level expertise of participants, the practical wisdom they bring to a process, and the dynamic interplay of curriculum and teaching -- both of which underlie educational change. This may suggest something about new knowledge acquisition and utilization and more about ownership of "new" ideas (or a "new" perspective on "old" ideas) than is presently recognized in the professional development literature, particularly in higher education.

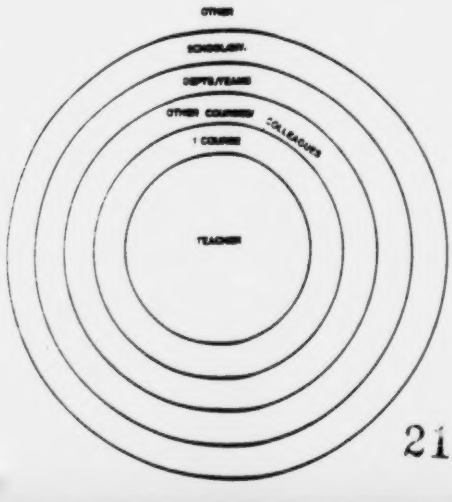
Because of the scope of the project, it was impossible in one semester to cover all the major areas of diversity and family issues. The project's planners decided to focus on the most current literature, research, and theories in three main areas, including multicultural pedagogy, literacy, and human development (Appendix C). While participants varied greatly with respect to their particular interests in diversity issues, one common characteristic was the high level of commitment to exploring these issues and their enthusiasm regarding the opportunities that the WTEG project was providing -- not the least of which was what one participant called "the cross-fertilization thing." Teachers, teacher educators, field supervisors, administrators, and researchers -- most of whom "wore multiple hats" were brought together to discuss diversity issues and to share ideas about how different theories and models might better prepare tomorrow's teachers for the realities of our ever-changing classrooms. The untidy process of curriculum revision was thus set in motion.

Given the content focus, it was not surprising that the monthly group meetings evoked strong feelings on the parts of the participants. The facilitators and I felt that it was vital that all individual voices be heard, thus all participants were given ample opportunities for feedback and suggestions. Although the size of the task force far exceeded our original expectations by over 100%, reactions and concerns were monitored carefully, and addressed directly after each session. Two issues that regularly surfaced were the format of the syllabus and the lack of specific content areas which were of interest to some individual participants, like gender issues, learning styles, racial and gender bias in curriculum and research, and others. Not surprisingly, a third area of regular concern was the format of the monthly seminars. Each individual had definite ideas about how to change or structure things. Hardly surprising. Educators are, after all, used to being in charge of their learning environments. In retrospect, it might have been useful to gather more and varied kinds of data that would have help us analyze different aspects of the dynamics of such a large and diverse group beyond the month-to-month facilitation of the planned seminars. Also, a different format -- one which was perceived as less prescriptive, one that built a collective vision of studying and discussing diversity issues, might have allowed for more than polite inclusion and more profound expressions of the varied voices within the task force.

In an attempt to give those varied voices and concerns an opportunity for more complex expression, a second year of enrichment activities and resources was added. Seminars, workshops, and sharing sessions were scheduled during the same year that revised courses were being implemented. I continued to encourage participants primarily on a one-to-one basis while gradually beginning to provide feedback about the progress of the other participants. Consultation and reinforcement were provided in a number of ways throughout year two. Formal sharing among faculty came late in the process, as CBAM might predict. Equally predictable is the fact that in public, faculty preferred to concentrate on the general issues about dynamics of curriculum and teaching (the operational curriculum) as opposed to their own syllabi/plans (the formal curriculum), which made technical assistance problematic for the facilitators. With growing resignation, the facilitators kept rediscovering the proprietary aspects of college teaching and the culture of revising course in private. However, once the courses were revised and changes implemented, the group was much more receptive to discussions and sharing. Afterall, that's what teacher educators do. They teach and they like to discuss and analyze teaching.

Towards the end of the second year (1992-93) and throughout the third year of the WTEG project (1993-94), independent evaluation is confirming that this project is spreading far beyond the revision of a single course. Diversity faculty have begun to integrate diversity issues in most if not all the courses they teach. Collaborations around diversity issues among faculty at the same institution are becoming more common -- even extending beyond schools and departments of education. Some of the departments have begun reconceptualizing their teacher preparation courses. Even some inter-collegiate connections are beginning to take root, although to a much lesser degree. Collaborations between college faculty and classroom teachers continue to be problematic for the traditional reasons cited in the literature. Again, as the CBAM model would predict, participants may not have been ready for true collaborations until they themselves were comfortable with their restructured courses and had safely tested their creative ideas for preparing new teachers. Some of the teacher-faculty contacts and the friendships that have emerged as a result of this task force offer potential hope for fruitful collaborations in the future.

This project is about change in teacher education. The best way to depict it is as a set of concentric circles with the teacher educator at the center of the process:



One of the outcomes of this project is a set of 13 formally revised courses from 9 different Westchester colleges/universities. Each time one of the 13 courses is taught, an average of 20 preservice teachers is being affected, meaning that the work of this task force is reaching between 260 and 520 new teachers each year. The ripple effect of this task force is bound to impact both schools and teacher education in our county and beyond. Tracing and documenting that impact was beyond the scope of this project, but is being done by some of the WTEG colleges on a smaller scale.

CBAM researchers claim that, "Understanding and describing the process of change in educational institutions, while at the same time maintaining sight of the individual, is a challenging task for managers of the change process, as well as for change researchers." The participating educators in the WTEG project taught me the importance of that statement in multiple ways throughout the project. Their "products," the syllabi that follow in Part II, represent mere snapshots of courses that are always evolving and, like their developers and the teachers that they teach, are always in the process of becoming.

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Three

INFUSING A MULTICULTURAL PERSPECTIVE INTO SELECTED PRESERVICE COURSES: A CONCEPTUAL FRAMEWORK

Ana Maria Villegas and Beatriz C. Clewell
Educational Testing Service, Princeton, New Jersey

INTRODUCTION

During the past two decades, teacher education curricula have undergone significant changes aimed at addressing issues of cultural diversity in a responsive manner. In 1977, early signs of shifting demographic patterns led the National Council for the Accreditation of Teacher Education (NCATE) to adopt a standard requiring its member institutions to provide training in multicultural education. Because more than 50 percent of the nation's teacher education institutions were NCATE members at the time, the "multicultural education" standard stimulated widespread curricular reform. Many institutions responded by adding one or more courses in multicultural education to the "regular" teacher education curriculum (AACTE, 1980). This change, while significant, fell short of NCATE's objective to integrate diversity concerns throughout the entire teacher education curriculum, however.

In retrospect, it is easy to understand why teacher education initially adopted the "add-on" approach to NCATE's multicultural standard. Curricular revision is time-consuming and faculty rarely are provided support (e.g., course release, course overload, or additional summer pay) to carry it out. Equally significant, the traditional higher education reward structure attributes limited value to curricular revision activities. Because course revision is both time-consuming and poorly rewarded, there is little incentive for faculty to become involved. As a result, it was easier to meet the NCATE standard by adding a course in "multicultural education," instead of restructuring the entire teacher education curriculum.

The inadequacies of the add-on approach to diversity are well known by now, however. For one thing, the added multicultural education courses were offered as electives in many institutions, so a student could conceivably earn an education degree without receiving any preparation whatsoever in diversity (Gay, 1986). Additionally, such a compartmentalized approach to diversity promotes a fragmented view of teaching (Villegas, 1993). By now, there is wide agreement that to be effective, the teacher education curriculum must stop treating cultural diversity as subject matter separate from other aspects of pedagogy and infuse issues of race, class, exceptionalities, and gender throughout its course offerings (Gollnick, 1992). To this end, **The Multicultural Classroom: Preparing Teachers for the Future**, an ETS project, was adapted for WTEG's Task Force on Diversity and the Family, as described in this report.

STRATEGIES USED BY THE PROJECT TO ACCOMPLISH THE COURSE REVISIONS

Overall, the project aimed to contribute to the reform of teacher education by broadening the customary preparation in pedagogy to include attention to the cultural and learning-style differences in our increasingly diverse student population. Its more immediate objective, however, was to support each WTEG faculty participant in the revision of one course of his or her choice to reflect a multicultural perspective. The infusion would be evident in the syllabus for this course.

A total of 13 syllabi were revised as a result of the project. There was wide variation in these courses in terms of content. Included were courses in the foundations of education, teaching methods, and other specialized topics. The four foundations of education courses were: Models of Personal and Social Growth; Language and Literacy; Global Perspectives: Teaching Diverse Students; and Educational Foundation. Six courses dealt with methods of teaching, including: Curriculum Development in Elementary School Subject Areas: Reading; Developmental Reading: Methods and Materials; Learning and Teaching in Primary and Elementary Grades: Social Studies; Reading Methods; Methods and Materials of the Social Studies Curriculum; and Learning Programs For Young Children and Practicum. The remaining three courses encompassed the following specialized topics: Social Welfare as a Social Institution; Social Science Research; and The Impact of Prejudice on Minority Groups in America.

To accomplish the project objective of infusing a multicultural perspective into selected courses, the faculty were involved in a seminar series designed to help them think about issues of multicultural education as related to their specific courses. As an aid to the infusion task, participating faculty received a sizeable set of information packets that included articles and other relevant materials, such as research on various multicultural education topics. In the WTEG project and this report and others, these materials are collectively referred to as "the scholarship on diversity," "information packets," or even "background information." Regardless of their label, they provided much of the stimulus for seminar discussions and activities. Because the packets and seminars together provided the basis for the subsequent course revision process, they are described below.

PREPARATION OF INFORMATION PACKETS FOR FACULTY

During the past ten years or so increasing research attention has been paid to the role that language and culture play in the teaching-learning process. Although far from complete, we now have considerable knowledge relating to critical issues of cultural diversity as they affect classroom life. Unfortunately, this knowledge has not made its way readily into teacher education courses.

One of the barriers to the infusion of multicultural research into the teacher education curriculum is that, in the main, this work was conducted outside the traditional disciplinary structure of teacher education. While there is a substantial body of specialized research on "multicultural education," the literature only recently has begun to appear in mainstream journals of the various disciplines. As a result, many faculty have had limited access to the multicultural literature.

The paucity of teacher education textbooks with a multicultural perspective is another barrier to the infusion of multiculturalism into established courses (e.g., child development, reading, language arts). When issues of language and culture are addressed in textbooks, they usually are treated in a special chapter rather than being integrated throughout the textbook. Hence, the responsibility for infusing a multicultural perspective into these courses falls largely on the faculty who teach them.

Needless to say, locating quality multicultural education literature relevant to mainstream teacher education courses is time consuming. As support to the faculty, project staff undertook the laborious literature search. The selected literature was organized into four information packets for faculty use. The process of preparing these packets and their content are described below.

Literature Search

Project staff engaged in a thorough search for relevant literature that could be used as either readings in the courses slated for revision, or as background material for the faculty. A comprehensive computerized search of the literature on cultural diversity as it relates to teacher education was conducted. Given the varied interests of the faculty involved, a broad search strategy was adopted. Among the topics used to guide the search were the following: child development, language development, reading, language arts, social studies education, mathematics education, teaching techniques, and assessment. The search focused on both elementary education and secondary education, and was not limited to any particular ethnic group.

After reviewing the abstracts for all the titles in the computer printouts, only those documents deemed relevant for project faculty were selected. Given the comprehensive scope of the search, the initial screening proved complex. Once located, the sources (e.g., book chapters, journal articles, reports) were read carefully by project staff and only those deemed appropriate were used in the information packets. **The selection criteria included: (a) relevance of topic for target courses; (b) sound research methodology; and (c) clarity of arguments.**

In addition to the computerized search, selected experts in the field of multicultural education were asked to nominate materials for inclusion in the packets. The experts identified the most pertinent multicultural education readings in their respective fields. The references generated through these telephone contacts were used to complement the sources already identified through the computerized literature search.

Preparing the Packets

To facilitate the work of the faculty, project staff organized the 77 selected sources into four separate packets -- core materials, child development, literacy instruction, and supplementary materials. This list of readings appears in Appendix C. The **core** packet included three papers that collectively provide a comprehensive review of the literature on what teachers need to know and be able to do to work effectively with students from diverse cultural backgrounds.

Because many of the courses dealt either directly or indirectly with issues of child development, an information packet on this important topic was included. The **child development** packet consisted of 13 papers, each dealing with a critical aspect of early development as viewed from a cross-cultural perspective. Among the topics addressed in this set were social competence in childhood, identity processes among children of color, cultural differences in child rearing patterns, affective development of children, and multicultural and anti-racist early childhood education practices.

A third packet on **literacy instruction** was prepared because five of the courses selected for revision dealt with reading, writing, and/or language arts directly. Literacy development was an implicit theme in some of the other courses too. This packet was comprised of 12 articles and book chapters. Among the topics addressed were the following: cultural differences in interaction styles and implications for teaching, how literacy is used in different ethnic communities, how stories are told by different cultural groups, oral language development, and tapping children's home language experiences in planning and implementing instruction.

The remaining 49 papers were grouped into a **supplementary** packet. The papers in this varied set were organized into seven categories, including: Introduction to Multicultural Education (five articles); Multicultural Teacher Education (nine articles); Teaching Strategies/Testing (ten articles); Children's Literature (seven articles); Bilingualism/Bilingual Education/Second Language Teaching (three articles); Parent/Community Involvement (two articles); and Cultural Difference Theory (13 articles). Among the topics addressed were the following: contributions of cross-cultural research to educational practices, psycho-cultural variables in teaching and learning, the cultural context of teaching and learning, cultural differences in teaching styles, the culture of the classroom, culturally responsive teaching, parental involvement in education, and intercultural interactions.

The four packets were distributed to the faculty prior to the seminar series. Faculty were encouraged to add to the information packets as they found sources that suited their needs. Acting on this invitation, the faculty added a number of readings to the packets.

The Seminar Series

The project included a series of three full-day seminars that served as a stimulus for the course revision activities. The seminars provided the faculty with a forum for discussing both multicultural education issues in general, and the curricular infusion process in particular. This series was implemented in Spring 1992.

Each seminar was similarly organized into three parts--presentation and discussion of selected multicultural concepts and theories, application activities, and a preview of future work. A summary of what transpired in these sessions is presented below.

Seminar I, March 13, 1992. The objective of the initial seminar was two-fold: to survey the multicultural education terrain with the intent of reaching a common understanding of key concepts and issues, and identifying a variety of approaches to infusing a multicultural perspective into selected courses. That is, each seminar combined both content and process activities.

In preparation for this session, participants were invited to read the materials on multicultural education and multicultural teacher education, included in the supplementary information packet. Collectively, these reading give a sweeping view of the history of multicultural education and outline various multicultural education models applicable for elementary and secondary schools. The readings also give insight into what teachers need to know and be able to do to be effective in our multicultural society.

The morning included both presentations by project staff and group discussions. To lay the foundation for the course revision process, two key concepts were reviewed -- culture and cultural identity. The history of multicultural education in the United States since before the first World War to the present was reviewed, mostly through the perspective of James Banks, a central figure in the multicultural education movement. Legal, socio-cultural, and cognitive rationales for multicultural education were examined.

In the afternoon, a variety of approaches to infusing a multicultural perspective into teacher education courses were discussed. These approaches included: modifying **course content** to reflect the multicultural nature of our society (e.g., literature from different ethnic groups, the history of immigration); designing **activities** to help prospective teachers apply newly gained multicultural knowledge to practical situations (including both in-class and field-based activities); using **critical incidents/case studies** describing different multicultural situations and asking students to respond from a multicultural perspective; encouraging **the spirit of problem solving** (there is no single solution to any problem); using **guest speakers** who represent various perspectives; and using a **varied teaching style** that includes direct instruction, student directed activities, and individualized instruction in order to accommodate different learning styles.

Also in the afternoon, the faculty were asked to think about the qualities of a culturally responsive teacher. The discussion was animated and many good ideas emerged. These ideas were recorded by the seminar leaders. In the participants' view, the salient cultural competencies teachers need are: an attitude of respect for cultural differences; an understanding that we are all cultural beings; knowledge of the lives of students in their classes; skills in observing and listening to children; a flexible repertoire of strategies that can be used in the classroom to teach all students; skills in creating an inclusive classroom community; the ability to take a critical stance on issues of racism, sexism, classism as these surface in educational policies, curriculum, materials, instructional methods, and assessment practices; an open attitude toward growth and development, with the recognition that education is a never-ending process; and knowledge about social services available to community members. These ideas were refined in second seminar, as described below.

Seminar II, April 10, 1992. During the initial seminar, many participants expressed a special interest in becoming more familiar with the knowledge and skills that teachers need in order to succeed in our multicultural society. According to the faculty, such a framework would help guide their course revisions. Given the group's interest in this topic, the objective of the second seminar was to generate a tentative multicultural teacher preparation framework.

In preparation for this seminar, faculty members were invited to read two papers from the core information packet (Villegas, 1991; Irvine, 1990), each outlining a set of knowledge and skills said to be needed by teachers in our multicultural society. After discussing these two frameworks, seminar participants revisited the list of cultural teaching qualities they had brainstormed during the initial seminar, and expanded it by giving examples for each cultural competency they had identified already.

Lastly, the faculty were invited to review the course syllabi they had chosen to work on. On a worksheet provided by the seminar leaders, participants were asked to list the strategies they already used to prepare prospective teachers for diversity. Additionally, they were asked to identify other strategies they could add to their courses to advance the multicultural agenda. The worksheet focused the faculty's attention on how their courses dealt with the following topics: school policies and politics; school culture and hidden curriculum; learning styles; language and dialects; community participation and input; counseling programs; assessment and teaching procedures; instructional materials; formal curriculum; teaching styles and strategies; and school staff attitudes, perceptions, and beliefs.

Seminar III, May 8, 1992. The overriding objective of the concluding seminar in the series was to bring closure to the work already started. Participants received a revised version of the multicultural teacher education framework they had worked on throughout the workshop series. The framework was again discussed and detailed even further.

At this seminar, participants also discussed procedures for submitting the revised syllabi. These included: submission of the initial revision; review of revised syllabi by outside consultants who would give faculty feedback on their respective syllabi; field testing the revised courses in their own classrooms; and submitting final revisions.

WHAT WAS ACCOMPLISHED

A preview to the revised syllabi; which appear in the next section of this report, is in order. Overall, the revised syllabi are much more responsive to issues of cultural diversity than the original syllabi were. Diversity is more fully integrated into these courses as a theme or perspective, not just a narrow topic of instruction. This is evident in many of the revised course descriptions which give emphasis to issues of diversity, and more clearly spell out how diversity is addressed in the courses. In general, the course goals are much more inclusive of diversity concerns.

The revised syllabi also include a fuller description of the course content, thereby suggesting more conscious planning on the part of faculty. In several cases, the objectives for specific class sessions were modified to give more attention to diversity, although in some instances the enabling activities do not necessarily reflect the new diversity focus of the session. In several courses, topics of diversity were moved from the latter part of the course to the beginning. The introduction of diversity themes early in the semester will enable the faculty to revisit and extend those themes throughout the semester.

Among the actual content changes that reflect increased attention to multiculturalism are the following:

- planning for an inclusive curriculum;
- evaluating materials for cultural sensitivity and inclusiveness;
- analyzing standardized testing instruments for bias and considering alternative approaches to assessment;

- attention to stereotypes, racism, sexism, ethnocentrism, prejudice, and discrimination;
- inclusive parental involvement;
- cultural factors related to literacy development;
- first and second language acquisition;
- development of English as a second language;
- instructional approaches and differences in learning styles.

Course readings were significantly changed so that they now address more comprehensively issues of diversity. When required texts do not do the job satisfactorily, supplementary reading in the form of journal articles, some taken from the information packets, are used to provide the diversity perspective.

Perhaps the major change in these syllabi was in the required assignments. Many of the new assignments ask students to apply newly developed skills to multicultural settings. The faculty used various strategies in making these assignment changes, including: adapting old assignments for multicultural settings; arranging field placements in culturally heterogeneous classrooms; adding new assignments that deal specifically with issues of diversity; making more use of group work that allow for multiple perspectives to emerge and to be negotiated; and reducing the number of assignments while delving more deeply into those that deal with important diversity issues.

The criteria and methods used to evaluate students are more clearly stated in the revised version of the syllabi. Diversity issues are now an important aspect of the evaluation content. This shift is due, at least in part, to critical changes in the course assignments and requirements – which deal more directly with multicultural content.

In brief, the syllabi that appear in the next section of this report illustrate innovative ways of infusing a multicultural perspective into teacher education courses. This infusion is evident in course goals, content, readings, activities, and evaluation strategies.

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Ana Maria Villegas, PhD. New York University, has been a research scientist with the Division of Education Policy Research of the Educational Testing Service since 1989. Prior to that, Dr. Villegas held teaching positions in at the University of Colorado-Denver and at Hunter College of the City University of New York. She has also conducted research for the Far West Laborartory for Educational Research and Development. Dr. Villegas is a sociologist specializing in the education of minority students, particularly in inner city schools. She has conducted studies of: alternative approaches to preparing minority candidates for the teaching profession; effective instructional programs and practices for immigrant students; culturally responsive teaching -- the effect of cultural clashes between home and school for minority children; teacher-pupil interaction in more and less advanced instructional groups; effective instructional practices in bilingual classrooms; and inservice education approaches for teachers for teachers of language minority students. Dr. Villegas has published a series of reports describing models of inservice teacher education used by local education agencies. She has also published a set of case studies depicting successful instructional practices in bilingual classrooms.

Beatriz C. Clewell, Ph.D. Florida State University, is a senior research scientist in the Education Policy Research Division of the Education Testing Service, where she is also group head of special populations. Dr. Clewell has conducted both qualitative and quantitative research, including studies involving: access of minorities and women to higher educaiton and to professions where they are underrepresented; case studies of six major doctoral degree-granting instiutions to determine effective policies and practices for recruiting and retaining Black and Hispanic graduate students; identifying characteristics and experiences of successful Black and HIspanic doctoral students as well as institutional practices that encourage persistence for the Graduate Record Exam. She is author of several book chapters, journal articles, and monographs on the above research topics, having recently published a monograph on the implications of the Immigration Act of 1990 on the education of U.S. minorities. Her other recent publications include books entitled, Breaking the barriers: Intervention programs in math and science of rmiddle school minority and female students, and Women of color in mathematics, science, and engineering: A review of literature. In 1992 Dr. Clewell received the Distinguished Scholar Award from the Committee on the Role and Status of Minorities in Educational Research and Development from the American Educational Research Association.

Part II.

REVISED SYLLABI

Each of the faculty participating in the WTEG project revised a course in their college's required preservice program. The syllabi that follow show a wide range of both the kinds of courses impacted and the ways in which multicultural diversity can be integrated to better prepare teachers for the classrooms of today and tomorrow. Because these publication versions are merely snapshots of a dynamic curricular process and have been condensed due to space limitatons, readers are urged to contact the individual faculty person for additional and more current information about the course.

Foundations Courses

Four

MODELS OF PERSONAL AND SOCIAL GROWTH

Neil Garofano
Marymount College, Tarrytown, New York

INTRODUCTION

This is a course designed to sensitize the preservice undergraduate to the underlying psychological issues of diverse learners. The course addresses issues which go beyond cognition and focuses instead on social, emotional, moral, and motivational factors in a multicultural classroom.

Throughout the semester, the students are asked to reflect upon their own culture and the cultural differences of their classmates. Each of the course topics serves as a source of highlighting how one's own classroom reflects many of the multicultural issues in elementary, junior, and senior high settings.

A major focus of the course is self-reflection. The students are led in self-analytic reflection by comparing the experience of the students in their placement classrooms with their own experiences. This process is essential to breaking down the stereotypical obstacles often encountered among teachers, parents, and students of all ages.

The course addresses many of the same topics found in most Educational Psychology texts through a case studies format. The case studies are chosen both for their relevance to topics – motivation, moral development, etc. – as well as their multicultural problem solving potential -- gender bias, prejudice, racism, and learning styles.

COURSE SYLLABUS

Goals:
1. To understand self and others better for the purpose of improving communication in the culturally diverse classroom.
2. To acquire a repertoire of diverse communication strategies in the affective domain.
3. To understand the relationship among the affective domain, the acquisition of knowledge, and cultural diversity.

Texts:
Glasser, W. (1992) Quality School, Harper & Row.
Gordon, T. (1974) T.E.T.: Teaching Effectiveness Training, David McKay.
Rogers, C. (1969) Freedom to Learn, Chas. E. Merrill
Silverman, R., et al (1993) Case Studies for Teacher Problem Solving, McGraw-Hill.
Woolfolk, A.E. (1993) Educational Psychology. Prentice-Hall, Inc.

Assigned Readings:
Cushner, R., et al (1992) The Culture Learning Process, McGraw-Hill.
Devor, H. (1991) Gender Blending, Indiana University Press.
Edwards, C.H. (1993) Cultural Diversity and Interpersonal Relationships, Macmillan.
Hamilton, S.R. (1992) "Race, Rage & Family: What Do We Tell the Children?" Parent Magazine Special Report.

PART I: INTRODUCTION TO MODELS

Objective	Learning Experience	Evaluation
1) To write & evaluate objectives in the affective domain.	Class discussion	Preparation of written objectives, Exam
2) To define culture from personal, in school and out of perspectives.	Read Human Diversity in Education-Chapter 2	Student self-description of personal cultures

Objective	Learning Experience	Evaluation
3) Identifying bias and prejudice in the	Video - "Prejudice: Answering Children's Questions" Read Race, Rage & Family: What Do We Tell the Children? Case presentation	Case Write-up classroom
4) To define personality	Lecture/discussion	Exam
5) To identify Freudian defense mechanisms in self and in students	Class discussion	Analysis of defense mechanisms self and pupils
6) To identify and describe Erikson's psychosocial stages	Read Chap 3 in Educational Psychology	Exam
7) To diagnose Erikson's psychosocial stages in self and others	Class discussion	Exam
8) To identify and describe Kohlberg's levels of moral development in self and others	Read Chap 3 Class discussion Case study	Case Write-up Exam
9) Moral development across cultures: the effects of religion and gender	Read Chap 3 Educational Psychology Film: Moral Development	Case Study Write-up responses Exam
10) To describe Maslow's theory of motivation in a multicultural classroom	Read Chap 9 in Educational Psychology Case study Read Gender Blending	Exam Case Write-up

PART II: INTERACTIVE MODELS

Objective	Learning Experience	Evaluation
1) To identify the theoretical basis for non-directive counseling and to use this strategy in a problem solving situation in the culturally diverse classroom	Read Freedom to Learn Discussion in class Read Cultural Diversity & Interpersonal Relationships	Reaction paper Tape recorded session
2) To describe the components of T.E.T. and to use these concepts in a problem-solving situation	Read Teacher Effectiveness Training Demonstration and discussion in class	Reaction paper Tape record a "no lose" problem-solving situation following the No-lose evaluation form
3) To identify the components of Transactional Analysis and to use these concepts to code a verbal interaction	Demonstration and discussion in class	Code a classroom interaction in terms of level of interaction (P-A-C) and psychological state
4) To identify the basis for Role Play and to use role play in a classroom situation	Demonstration and discussion in class using T.E.T. and/or T.A. models	In-class Role Play situation

Objective	Learning Experience	Evaluation
5) To identify Glasser's theoretical basis for managing students without coercion and to use this theory in a problem-solving situation.	Read Quality School	Reaction Paper
6) To identify the components of Driekur's "Mistaken Goals" in a classroom situation	Selective Readings and Discussions Case study	Field placement identification Exam

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Neil Garofano, Ed.D., has been teaching in the Education and Special Education Department at Marymount College, Tarrytown, New York, since 1989. In addition, Dr. Garofano maintains a private practice where he serves children, youth, and parents who lives have been affected by disabilities, especially learning disabilities. As coordinator of the Work Theme at Marymount College, he has been studying research that explores gender and diversity issues as they infringe on women and the disabled. Dr. Garofano has been planning a program at the College which will lead to the establishment of a portfolio and mentoring process designed to better prepare women for work in a multicultural society.

Five

LANGUAGE AND LITERACY

Mary Hebron
Sarah Lawrence College, Bronxville, New York

INTRODUCTION

COURSE DESCRIPTION:

Language and Literacy, a year long course, emphasizes the construction of meaning and knowledge through listening, speaking, reading and writing. At the core of this course are basic assumptions about language and literacy learning:

- Learning is a process by which each person actively constructs meaning from experience, including encounters with print and non-print texts.
- Language and literacy are social acts.
- Language and literacy develop in the pursuit of real-life enterprise.
- Reading and writing, like spoken language, are best learned in rich, interactive environments where they serve real purposes.
- Reading and writing do not develop in pre-defined stages. Rather, literacy understanding is complex and unique to the individual.
- Language and literacy cannot be separated from the total expressiveness of the person.
- Literacy is power and children must have every opportunity to know its power.

We will build our knowledge of language and literacy learning upon these assumptions by reflecting on ourselves as readers, writers and language users. We will explore how children learn to read and write by observing them as they use language and literacy for real purposes.

Our observations of children and our own literacy stories will help us understand the range of meanings and the complexity among any group of learners. This is an entry point for discussions regarding differences in race, class, ethnicity, gender, and learning style. The challenge for schools to be inclusive of this diversity - to enable each child to differ yet to belong to the community of learners - lies at the core of our work. We will, through our Child Studies, our recollections and our readings, begin to develop a picture of an inclusive classroom which gives children the "space to dance with others" [and the] "room to differ." (Carini)

COURSE OVERVIEW

1. Ways of knowing and ways of expressing thought, knowledge, feelings, imagination.

2. Language and its role in thought and in making meaning; language as personal and social.

3. The role of home in language and literacy learning.

4. Reading and writing in real life contexts for real purposes.

5. Issues of culture, race and class in literacy learning.

6. Tensions between the individual and the community, diversity and community, in literacy learning.

7. The role of the school in supporting learning for all children -- assumptions, change, the "hidden curriculum", values and standards.

8. The role of the teacher in literacy learning -- assumptions, practices, values and standards.

9. Children as learners and children learning to read and write: the classroom as a literate environment.

10. Observing and describing literacy learning -- alternatives to standardized assessment.

11. Ourselves as language users, readers and writers.

12. Story as central to literacy learning.

COURSE SYLLABUS

COURSE COMPONENTS

1. Readings and Discussions:

The course bibliography is extensive. The list is divided into required reading and supportive readings. In addition, journal articles will be distributed as they apply. Readings are important both as departure points for discussion and to provide a context for our investigations into teaching and learning. Close reading, in a group, of passages from professional literature, passages from children's literature and children's writing will help us appreciate the active, transactive and social nature of language and literacy learning.

In class, discussions will include sharing readings and observations, allowing individuals to bring forward meaning they are making and questions they have. Individuals or teams will be asked to share an observation, a written narrative describing a child, or a piece of work by a child. In addition, it is expected that you will call our attention to pieces of text from course readings that illuminate or raise a question.

2. Recollection and Reflection:

Recollection of events, circumstances, feelings, persons that have been a part of our experience and learning are useful in thinking about how and what we learn and how to help others learn. We bring to the surface, through memory, the understandings we have made about the world and how we have come to make them. Sharing these stories with others in a group broadens the range of experience, helping us see the commonalties and divergences among lived lives. Learning is a human endeavor taking place within real life contexts. The sharing of our own learning experiences brings those contexts and that learning to life and helps us begin to understand the role that home, school, classroom and teacher play in learning. Through our personal stories and by sharing stories about those we teach, we can make actual the diversity among us - without unfounded generalization, stereotype or delusion of difference.

We will share recollections regarding early language and literacy experiences; literacy in the home as a child, teenager, adult; a time when we were unable to make ourselves understood; our earliest awareness of class, race, ethnicity or gender difference; a time we felt we stood out as different...

Through recollection we begin to unravel the fabric of our common humanity in order to come to understand the diversity - diversity in race, class, ethnicity, gender, learning style, interests....- so as to be able to find common ground. In this way, we begin to explore the tensions between the individual and the community.

Through the Reflective Conversation, we will explore the range of meanings and thoughts embodied in a word. We gain deeper understanding of the word and an appreciation for the many viewpoints of other persons sharing in the refection. In a language course, this helps us think about the precise yet ambiguous nature of language. It helps us with complex ideas and concepts - literacy, knowledge/meaning, thought, reading, culture - underlining the unique perspective of the individual and the power of collective thought. A reflection on "writing", for example, might precede a description of a child's writing, helping us look at the work with a deeper, more textured understanding of its meanings.

3. Observation:

Each Art of Teaching student will be working with children in classrooms during the two semesters of this course. It is expected that you closely observe two children each semester (or the same children all year) keeping narrative notes, collections of visual and written work, and other home or school records of each child's learning.

Observation, description and documentation of learning are an integral part of teaching and are, therefore, central to this course. We will spend considerable time on how to go about observing and describing children's learning, using Documentary Processes developed at the Prospect Center in Vermont.

The emerging Child Studies you assemble will serve to enlighten our understanding of the holistic nature of learning and the place of language and literacy in that learning. Art of Teaching students will be working in a variety of classroom and school settings this year - pre-school through sixth grade, suburban and inner city. The Child Studies will, therefore, be a valuable resource in our work over the year.

The accruing documentation will also lay the ground for discussions regarding the comparative value to teaching and learning of "authentic assessment" and standardized testing.

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ILEA. The Primary Language Record. Heinemann, 1989.
Mamaroneck Literacy Assessment Program.
D. Taylor. "Teaching Without Testing." English Education. February, 1990.

4. Course Projects:

Child Study

The Child Study is longitudinal documentation of a child's learning. It includes on-going observational records and narrative notes; collections of visual and written work; interviews of teachers, parents and the child; Descriptions of Work; and a Descriptive Review which incorporates a language and literacy profile of the child. The child's interests, themes, motifs and patterns in learning will emerge as the Child Study develops.

As a final aspect of the study, you will consider and describe in detail what home and school opportunities you would provide for this child and how you would assist this child's continued learning given the knowledge you now have of the child.

Course Paper

A course paper based on your own classroom research is required. Your Child Studies may spark an area of interest for you or your work in the classroom as a whole may raise a question you want to pursue. The paper should include supportive data both from actual classroom observations and from professional literature. You may wish to submit two briefer papers - one for each semester. Otherwise, a detailed outline of emerging ideas and possible readings will be submitted in December for a year-long project.

This project will require an individual or team conference to be scheduled in the fall.

COURSE OUTLINE

Each of the following are large, encompassing topics requiring more than one class session. Each will require two or three sessions.

1. INTRODUCTION AND PRESENTATION OF COURSE STRUCTURE:

We will discuss our purposes and expectations and we will review the bibliography.

Reflection: Language

Readings: These are important readings which will be kept as background for all of our work this semester. They present a set of values, ideas and issues regarding literacy and class, learning and assent. They shed light on what Mike Rose calls "the complex ties between literacy and culture."

P. Freire. "The Importance of the Act of Reading." The Heinemann Reader: Literacy in Process.
H. Kohl. I Won't Learn From You!
M. Rose. Lives on the Boundary.

Recollection:

We will share recollection of a meaningful learning experience, in childhood or adolescence, that has stayed with us.

2. MEANING MAKING, WAYS OF KNOWING AND THE PLACE OF LANGUAGE:

We will discuss knowledge and meaning, thought and expressiveness, and the personal and social nature of language.

> Language is, in its very essence, not a product but an activity. It is the ever-repeating workings of the mind towards making the articulated sound capable of giving expression to thought. (Pat Carini)
>
> We are meaning-makers - every one of us. (Gordon Wells)

Reflection: Knowledge/Meaning, Thought

Readings:
P. Carini. The Art of Seeing & The Visibility of the Person.
M. Donaldson. Children's Minds.
A. Jaggar, T. Smith-Burke (ed.). Observing the Language Learner.
V. Paley. Wally's Stories. (Forward & Prologue)
F. Smith. Essays into Literacy. "The Politics of Ignorance." "A Metaphor for Literacy - Creating Worlds or Shunting Information." "The Uses of Language."
G. Wells. The Meaning Makers.

Observation:

Child/ren using language to construct meaning (to be shared in class or submitted in writing)

3. THE TEACHER AS OBSERVER: LEARNING FROM CHILDREN:

We will discuss "another way of looking" at children's learning and explore the nature of observation, keeping narrative records and collections of work, and assessing children's language and literacy learning in the context of the child's daily experience. These discussions will be useful in developing the Child Studies.

> At the center of the vision...is the assumption that people are strong. Linking strength with activity and impulse toward worth requires an education and classrooms in which children can be seen, "looked at", as active and persistent in the making of meaning, order, knowledge and standards. (Pat Carini)

> These resonances between the personal and the professional are the source of both insight and error. You avoid mistakes and distortions not so much by trying to build a wall between the observer and the observed as by observing the observer - observing yourself - as well, and bringing the personal issues into consciousness. (Mary Catherine Bateson)

> The best way to gain insight into language learning is to observe children using language to explore all kinds of concepts in art, social studies, math, science or physical education. (Yetta Goodman)

Readings:
P. Carini. The Art of Seeing & the Visibility of the Person. "Building From Children's Strengths." "Another Way of Looking." "Descriptive Review and Description of Work Formats."
A. Jaggar, T. Smith-Burke. Observing the Language Learner.
D. Taylor. "Teaching Without Testing." " The Biographic Literacy Profiles Project"
ILEA. The Primary Language Record.
Mamaroneck Literacy Assessment Program.

Description:

We will spend some class time describing closely a few sets of your narrative notes. We will look to see what we learn about the child and what we learn about the stance, values and standards of the observer.

4. HOME-SCHOOL LINKS:

We will discuss the role of family in early language and literacy learning, seeking to dispel stereotypes and recast our assumptions.

> The family is the primary institution that endows meaning and value to human life, we must support the family and help parents to raise and educate their children.
>
> To be literate is a uniquely human experience, one that enables us to deal with ourselves and to better understand one another. It is never a mechanical process that is solely dependent upon skills that are taught. (D. Taylor & C. Dorsey-Gaines)
>
> For every text that comes alive for a child, there must be a live context...those sorts of contexts need to come in part from his experiences before he goes to school, and from beyond it. (David Hawkins)

Readings:

P. Freire. "The Importance of the Act of Reading." The Heinemann Reader.
D. Hawkins. "The Roots of Literacy."
S.B. Heath. "A Lot of Talk About Nothing." The Heinemann Reader.
A. Jaggar, T. Smith Burke. Observing the Language Learner.
H. Kohl. I Won't Learn From You!
V. Paley. Wally's Stories.
M. Rose. Lives on the Boundary.
F. Smith. "The Uses of Language." Essays into Literacy.
D. Taylor, C. Doresey-Gaines. Growing Up Literate.

Recollection:

Describe the place of literacy in your home as a child and as a teenager and where literacy is situated in your home today. (This is a big question. We will only touch the surface, getting some general impressions.)

Description: Collection of one child's work from ages 2 to 8 - slides and artifacts.

5. LANGUAGE, LITERACY AND CULTURE:

We will explore issues of race, class, ethnicity, gender in language and literacy learning and schooling.

> In our times, children need to have the space to dance with others. In our times, children need to have the room to differ.
>
> When and where the difference is honored and abounds, the most generous views of our common humanity prevail. (Pat. Carini)
>
> The understanding of others is a contradictory ideal; it asks that we change without changing, that we be other without ceasing to be ourselves. (Octavio Paz)

Reflection: Culture, Class

Readings:

P. Carini. "Honoring Diversity/Striving for Inclusion."
L. Freire. "The Importance of the Act of Reading." The Heinemann Reader.
D. Hawkins. "The Roots of Literacy."
S.B. Heath. "A Lot of Talk About Nothing." The Heinemann Reader.
H. Kohl. I Won't Learn From You!
D. Taylor, C. Dorsey-Gaines. Growing Up Literate.
L. Weber, H. Dyasi. "Language Development & Observing of The Local Environment: First Steps in Providing Primary School Science Education for Non-dominant Groups."

Recollection:
1. How race, class and ethnicity each figure in our picture of ourselves; times we found ourselves "assigned" or "responded to" in those terms; and how these experiences brought us into new awareness of each.
2. Class identity: how that knowledge first came to be known and how it operates in our lives today.

Observation: A child who stands out - describe the child's physical stance, disposition, and interests or relationships.

6. READING AND WRITING AS MEANING-MAKING:

We will discuss reading and writing as processes by which worlds are created, meanings composed and expressed. We will redefine literacy by exploring the "dynamic interactions among writers, readers, texts, and language." And, we will discuss the notion of literacy as power.

> The word is a territory shared by both addressor and addressee. (Mikhail Bakhtin)
>
> Reading the word and learning how to write the word so one can later read it are preceded by learning how to write the world, that is, having the experience of

> changing the world and touching the world. (Paulo Freire)
>
> Thought in its broadest sense is the construction of worlds, both "real" and imaginary, learning is their elaboration and modification, and language - especially written language - is a particularly efficacious but by no means unique medium by which these worlds can be manifested, manipulated, and sometimes shared. (Frank Smith)
>
> Reading becomes no more than an empty skill, a rote experience, if it does not relate to the needs, interests, and aspirations of the reader. (Louise M. Rosenblatt)

Reflection: Literacy, Read/Reader, Write/Writing/Writer

Recollection:

Reading and writing experiences found to be meaningful in childhood, adolescence, adulthood: you may focus on a particular event or a reoccurring experience, emphasizing the meanings it has for you and its relationship to other aspects of your life.

Readings:

P. Freire. "Importance of the Act of Reading." The Heinemann Reader.
D. Hawkins. "Roots of Literacy."
B.M. Power. "Transactions in Literacy: An Interview with Louise Rosenblatt." The Heinemann Reader.
L. Rosenblatt. "The Reading Transaction: What For?" The Heinemann Reader.
F. Smith. Essays into Literacy: "Demonstrations, Engagement and Sensitivity." "The Language Arts and the Learner's Mind." "A Metaphor for Literacy: Creating Worlds or Shunting Information." "The Politics of Ignorance." "The Uses of Language."
F. Smith. Insult to Intelligence.
C. Weaver. Understanding Whole Language.
G. Wells. The Meaning Makers.

7. EMERGING LITERACY: LITERACY BEFORE SCHOOL:

What knowledge do children bring to school regarding language, print and story? How do we build on this knowledge?

> There has never been a human society in which people did not tell stories. (G. Wells)
>
> Before children go to school, their urge to express is relentless. They learn to speak and to carry messages from one person to another...They compose in blocks, play games, mark on sidewalks, and play with pencils or crayons. For most children, early audiences are receptive: adults struggle to make sense of the child's early attempts to communicate. (D. Graves)

> The children we know....are learners who actively try to understand the world around them, to answer the questions the world poses....these thinking children play an active role in learning written language. (Ferreiro & Teberosky)

Reflection: Literacy, Literate/Illiterate

Recollection:

Earliest memories of learning to read or write. Describe fully the setting, the atmosphere, who was there, what occurred, how you felt and what you thought.

Readings:

A. Jaggar, T. Smith-Burke. Observing the Language Learner.
P. Freire. "The Importance of the Act of Reading." The Heinemann Reader.
D. Graves. "All Children Can Write." The Heinemann Reader.
D. Taylor, C. Dorsey-Gaines. Growing Up Literate.

Observation:

Students working at the Early Childhood Center will share observations of the literacy learning of 3, 4 and 5 year olds.

8. LEARNING AND TEACHING READING AND WRITING:

In this series of discussions, we will explore how reading and writing are learned and how to assess and facilitate that learning. We will discuss environments and conditions that foster critical literacy and redefine the role of the teacher in supporting the development of critical literacy for all children.

In addition, we will discuss issues surrounding this topic:
"The Great Debate," reading difficulties, Whole Language, standardized testing, authentic assessment...

> Methods for learning to read come and go across the educational arena like the march of super-numeraries across the stage...The simple fact is that they all lack the essential of any well grounded method, namely relevance to the child's mental needs. No scheme for learning can supply this want. Only a new motive - putting the child in a vital relation to the things to be read - can be of service here. (John Dewey)

> Learning how to read bears the stamp of the person's individuality.... Learning how to read is continuous with other patterns that characterize the child's activity in the classroom. (Inquiry into Meaning)

> Acknowledging the complexity of early reading and writing development means that we must try to understand literacy from the child's perspective, and that involves disciplined, systematic observation of children as they work at reading and writing in and out of classroom settings.

> In these classrooms, literacy becomes a dynamic, complex, multidimensional phenomenon that is transformed through the interdependence of activity and setting. (Denny Taylor)

Observations and Description:

1. Using narrative descriptions, work samples, and other records (Concepts of Print, running records, PLR observation form, reading logs...), we will describe individual children's engagement with print over time. We will consider children from a range of experiences and ages.

2. We will share recollections/observations of classroom practice and instruction in literacy from our own experience as children and from classrooms in which we are working or have observed.

Child Study:

We will share one or more Child Studies (completed or in progress), hearing the Descriptive Review and focusing on the implications for teaching this child. In addition, we will closely describe a few pieces of writing by the child, supporting these pieces by looking at the child's other work.

Readings:
A. Bussis, et.al. "Louis."
L. Calkins. Lessons From a Child.
P. Carini. "Another Way of Looking."
M. Himley. "Thinking Seriously about Children Writing: Constructing an Object of Study." Shared Territory.
A. Jaggar, T. Smith-Burke. Observing the Language Learner.
Mamaroneck Literacy Assessment Program.
Primary Language Record
F. Smith. Essays into Literacy: "Learning to Read by Reading." "Making Sense of Reading-and of Reading Instruction." "Myths of Writing." "The Role of Prediction in Reading." "Twelve Easy Ways to Make Learning to Read Difficult."
F. Smith. Insult to Intelligence.
D. Taylor. Learning Denied. "Teaching without Testing." "Toward a Unified Theory of Literacy, Learning & Instructional Practice."
C. Weaver. Reading Process and Practice. Understanding Whole Language.

9. THE SCHOOL AND LITERACY: CREATING A LITERACY OF THOUGHTFULNESS, A LITERACY OF INCLUSION:

We will explore the ways school contributes to the education of the person supporting the development of thinking and of the structures, values, and standards for learning to learn for oneself. We will consider the ways critical literacy, or what Rexford Brown calls "a literacy of thoughtfulness," can be cultivated and how it can undergird all learning in school - across all disciplines, interests and inquiries - for all children.

The having of wonderful ideas, which I consider the essence of intellectual development, would depend...to an overwhelming extent on the occasions for having them. (Eleanor Duckworth)

Let's talk about literacy as the "language of possibility," enabling learners to recognize and understand their voices within a multitude of discourses in which they must deal. (Donaldo Macedo)

If we wish to achieve the goal of full literacy for all students in our society ... whatever their cultural or socioeconomic background, the emphasis in school has to be placed on the use of texts to empower action, thinking, and feeling in the context of purposeful social activity. (Gordon Wells)

The structures of the disciplines are human attempts over time through the process of experimentation, deliberation, contemplation, and generalization to describe, explain, and imagine the universe. Each child makes the same attempt. (Kenneth Goodman)

Seeking after value and worth is the root of the child's thirst for knowledge and the source of a school curriculum that is responsive, inclusive, and full. (Pat Carini)

Observations:

1. We will share stories from the classroom (and from outside the classroom), seeking to illumine the relationships between literacy and thought, literacy and knowledge, across different aspects of the curriculum.
2. We will share occasions and opportunities when "wonderful ideas" were generated and pursued - in our own learning experiences or that of children we have observed. Reflection on these occasions will help us describe settings and conditions necessary to create communities of literate thinkers.

Child Study:

The Child Study will assist us in seeing ways we can enable learners "to recognize their own voices." By looking at the child over time, we begin to draw out reoccurring media, motifs and themes which hold particular meanings for the person.

Readings:

R. Brown. Schools of Thought.
P. Carini. The Art of Seeing & The Visibility of the Person.
P. Friere, D. Macedo. Literacy: Reading the Word and the World.
M. Himley. Shared Territory.
F. Smith. Essays Into Literacy. "The Politics of Ignorance"
F. Smith. Insult to Intelligence.
G. Wells. "Creating the Conditions to Encourage Literate Thinking."

10. THE ARTS AND LITERATURE:

We will explore the ways in which children and adults express themselves through language (both spoken and written), movement, music, drama, and the visual arts, seeking to understand the meanings made by the creator and by the observer.

The central role that constructing meaning through story plays in the lives of all people will be an important consideration as we turn our discussion towards literature. We will spend an admittedly insufficient amount of time sharing literature and its place in our lives and in our work. We will share thoughts about preferences, criteria for selection, and the impact books can have in all aspects of classroom life and, especially, beyond.

> In truth, I do not see how we can educate young persons if we do not enable them on some level to open spaces for themselves - spaces for communicating across the boundaries, for choosing, for becoming different in the midst of inter-subjective relationships. That is one of the reasons I would argue for aware engagements with the arts for everyone, so that - in this democracy - human beings will be less likely to confine themselves to the main text, to coincide forever with what they are.
>
> I would like to see one pedagogy feeding into the other: the pedagogy that empowers students to "create," the pedagogy that empowers them to attend and, perhaps to appreciate. (Maxine Greene)
>
> Works make an impress on the world, faint or vivid. The making of the imprint and the imprint itself engage us all and, in greater or lesser ways, affects us all. (Pat Carini)
>
> Making sense of an experience is thus to a very great extent being able to construct a plausible story about it. (Gordon Wells)
>
> We do not really mean, we do not really mean that what we are about to say is true. A story, a story; let it come, let it go. (African Storyteller)

Observation:

We will share children's books and book lists that represent a range of genre, styles, and interests, appropriate for children of different ages. We will share responses to these books whenever possible.

Recollection:

We will share ways we express ourselves through language and the arts and the extent to which we participate (or do not participate) in the arts as attentive observers - reflecting on how we came to our present relationship to the arts and to literature.

Readings:

P. Carini. The Art of Seeing & The Visibility of the Person.

M. Greene. "Texts & Margins." Harvard Educational Review.
M. Himley. Shared Territory.

Suggested Readings:
B. Cullinan. Children's Literature in the Reading Program, Literature and the Child.
J. Trelease. The Read-Aloud Handbook.

11. TOWARD A UNIFIED THEORY OF LITERACY LEARNING...:

We will finish our work for the year by attempting to pull together from our Child Studies, our classroom observations, our recollections and reflections, and our class discussions implications for instructional practice in literacy learning.

Throughout the year, our efforts have been to keep sight of the diversity that any classroom represents - ethnic, racial, socioeconomic, and approaches to learning. It is, in this decade, essential that we rethink schools in radical ways so as to recognize and celebrate this diversity:

- What have we learned about literacy learning that will help us create classrooms and schools that include all children?
- How do teachers take up the challenge of change in literacy instruction?
- What record-keeping and assessment procedures are needed: in informing practice, in reporting to parents and administrators, and in bringing forward the knowledge teachers are making about children's learning?
- What professional opportunities, organizations, journals, processes are there to support teachers in sharing the knowledge they make in classrooms?
- What are large issues looming over literacy instruction that will affect change in both positive and negative ways?
- How does policy need to change to create possibilities for "schools of thought?"
- What outreach to parents and communities is needed to involve them in creating "schools of thought?"

The critical issue confronting education today is not which programs are best for teaching children to read and write, but what children will learn. Teachers can teach that literacy is useful, enjoyable, and attainable, provided they are left free to teach in an unprogrammed manner. (Frank Smith)

....the solution rests with the encouragement of teachers to act as literate thinkers themselves: using the evidence from observations in their own classrooms as texts to empower their own planned curriculum change and development. (Gordon Wells)

Ironically, the primary conditions for thoughtfulness - mystery, uncertainty, disagreement, important questions, ambiguity, curiosity - exist in every classroom. Potential learning opportunities are everywhere, but these fertile conditions are either ignored or perceived as barriers to teaching, as threats to order. (Rexford Brown)

Readings:
R. Brown. Schools of Thought.
F. Smith. Essays into Literacy. "The Choice Between Teachers and Programs."
F. Smith. Insult to Intelligence.
G. Wells. "Creating the Conditions to Encourage Literate Thinking."

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Six

GLOBAL PERSPECTIVES: TEACHING DIVERSE STUDENTS

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INTRODUCTION

The course which we have revised as part of the WTEG project is one of the core group of five courses developed for a preservice Master's program at Pace University. The course was originally called "Global Perspectives," and the focus was on general issues of global concerns. In an effort to make the course more meaningful for preservice students, the Department of Teacher Education decided to shift the focus of the course and to add to the title the phrase, "Teaching Diverse Students."

This shift in course name reflects the needs of our students -- they need to be better prepared to teach the diverse students they will meet in their classrooms. While information about global concerns is always pertinent, it may not be the most immediately useful information for people preparing to be teachers. Thus, the course began to focus on issues relevant to meeting the needs of students in the public schools.

We opted to define diversity with a broad brush -- to include more aspects of diversity than those typically considered. In addition to issues of race, ethnicity, and gender, our definition included diversity in family structure, sexual preference, cultural experience, ways of learning, and issues of disability.

After reviewing several diversity textbooks, we opted to develop a book of readings based on current articles in journals, newspapers, and periodicals, as well as information we gleaned from papers presented at conferences, personal conversations, and unpublished work with which we were familiar. The one book we used, Jonathan Kozol's *Savage Inequalities*, is not a textbook. However, it seemed to have the potential to carry a message more immediate and graphic than any text we reviewed.

Another important decision we made about the course was that it would be discussion based, and that all of our backgrounds, families, and personal experiences would serve as the basis for our first conversations. Borrowing heavily on the work of Diane Gillespie about the power and structure of narratives, we opened the course by identifying issues of diversity within our classroom community as students told their stories.

Eschewing lecture or guest experts, we then explored a range of readings which formed the centerpiece of our earliest theoretical discussions. Often, we made sense of those readings through the use of cases. The cases we used are crafted from the true stories of classroom teachers, and the classrooms they describe are ones with diverse student populations. Many of the problems the teachers experience can be best understood and analyzed using a diversity lens, and that lens is one we tried to put on as we discussed the cases. As well, we examined curriculum, looked at films, worked in cooperative learning groups, and presented our findings to each other.

The course asked all of us, students and professors alike, to rethink many of our previously held convictions, to listen carefully and openly to ideas that differed from our own, to be willing to first understand who we were and what experiences influenced us in order to understand the differences we found in others, and to make the effort necessary to put the needs of children, particularly those children most unlike ourselves, ahead of our own.

COURSE SYLLABUS

COURSE DESCRIPTION

This course will extend the principles of teaching and learning introduced in EDU 672 to issues of teaching diverse students. Course participants will share their personal experiences as diverse individuals and diverse learners as a way to think about the diverse students whom they will teach. Case studies, small and large group activities, simulations, discussions, films, and readings will make up the stuff of learning to take a global perspective in a classroom.

COURSE OBJECTIVES:

Through simulations, telling of personal stories and research, shared experiences in our classroom, and the various readings and discussions, participants will:

1. begin to develop some guiding principles for thinking about issues of diversity in the classroom.
2. define diversity with a broad brush stroke

3. begin to recognize the beliefs they hold most deeply that may affect their teaching practices

4. evaluate classroom behaviors through a diversity lens

5. see the intersection of theories of learning and development and classroom behaviors

6. apply principles of thoughtful teaching to the analysis of classroom diversity issues

7. be prepared to honor the diversity they will find in their classrooms

8. encourage each diverse classroom voice to be heard and affirmed

TEXTBOOKS

Kozol, J., (1991). *Savage Inequalities*. New York: Crown.

Silverman, R., Welty, W.M., and Lyon, S., (1992 or 1993). *Case Studies for Teacher Problem Solving*. New York: McGraw-Hill.

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READINGS:

A packet of required readings are available for purchase from the bookstore.

COURSE REQUIREMENTS

1. **Participation (of body, mind, and spirit)** - This class requires your active, thoughtful, candid, and unaffected involvement in the activities, the discussions, the sharing, and the understanding. For this course to have personal and professional meaning, you will need to risk not knowing, not having right answers, not being in control. For each participant to gain, every other participant will have to be willing to take those risks. Being an active participant will lead to increased learning and will be worth 25% of the grade in this course.

2. **Research paper** - You will be asked to explore, in depth, a controversial topic related to our subject. The purpose of this paper is to enable you to become an expert in a subject of interest. You are not expected to come to any conclusions; the purpose of your research is to enable you to see the various sides of the controversy and to present current thinking on those positions in depth. This paper will be due as assigned on the schedule and will be worth 25% of the course grade. You will need to get your topic approved no later than February 16. The attached bibliography may help you get started in your research.

3. **Journal** - I hope that this course will be a voyage, a personal odyssey of exploration and discovery. With that spirit and the course objectives in mind, you are to keep a journal of your travels. The journal is an opportunity for you to record your experiences, your observations, your reflections, your realizations, your understandings. The only requirement is that it be linked directly to the readings you are doing each week. That means that there should be [at least] a weekly entry. I hope that the journal will be a vehicle for you to express what you have come to know and understand **personally** that will influence you **professionally** as a result of the readings and the activities of the class. The journal will be collected three times during the semester (see assignment schedule) and will be worth 15% of the course grade, See the attached EVALUATION CRITERIA for information about how the journal will be graded.

4. **Case responses** - The cases in the course will serve as another means for you to demonstrate your understanding of the intersection of learning theory with issues of diversity. A paper that responds to the assigned cases demonstrating this understanding will be due three times during the semester (see the assignment schedule). This paper may take one of three forms. 1] You may choose to respond to the questions on the syllabus. 2] You may want to do a traditional case analysis (understand the teacher's perspective, take another perspective, identify important problems, suggest solutions, evaluate solutions). 3] You may want to present a commentary on the case that links issues of diversity (and the assigned readings) with theories of teaching and learning [development, management, objectives, information processing/cognition, instruction, motivation, and/or assessment]. These case responses will be worth 15% of the course grade.

5. **Portfolio** - On May 4, a portfolio that serves an a record of what you have learned in this course (and how you have changed/expanded your ideas) will be due. The portfolio should contain, AT A MINIMUM, at least one case response that is a revision of one you handed in, revised as a result of the class discussion and the comments on the paper, and at least one revised journal entry also revised as above. Both of these entries must include the original papers with comments as well as the revision. In addition, you will need to include three other entries, for a total of five. The other three entries I leave to your creativity and imagination. You may want to include a series of newspaper clippings that you have commented on, relative to the course topics, or a book review, or a lesson you hope to teach as a result of this

course, or anything else that has relevance to our goals. The only limit is your imagination.

JOURNAL EVALUATION

Evaluating material as subjective as a journal is very difficult and traumatizing to both the instructor and the student. In effect, I will be **grading** your personal responses, reflections, observations, etc. That seems awfully presumptuous, certainly to me, and surely to you. Nevertheless, it is one of those painful yet necessary tasks of teaching. Work needs to be graded, and since I made the assignments, I have to be the one to judge them. Therefore, I will attempt to accomplish this onerous task by defining as clearly as I can (given the subjective nature of the assignment and the personal nature of the product) my expectations. I will grade the journals on a three level scale:

Journals which meet the demands of the assignment will be graded with a check. These journals will include at least the following:

- an entry for every class meeting (including the date the journal is due) held since the previous submission (or, in the case of the first submission, since the second week of class).
- entries that relate **clearly and directly** to the readings
- entries that indicate an understanding of the readings and the topics under discussion
- entries where the opinions, comments, observations are offered in depth and are supported by more than personal opinion.

Journals which go beyond the demands of the assignment will be graded with a check plus. These journals will include at least the following:

- an entry for every class meeting (including the date the journal is due) held since the previous submission (or, in the case of the first submission, since the second week of class).
- entries that go beyond relating to the readings and demonstrate insightful understandings.
- entries where opinions, comments, observations are particularly perceptive and supported by specific details.
- entries where support for assertions is strong, precise and thoughtfully selected.
- entries which link earlier readings [from this course and other courses] with

current readings on the assigned topics.

Journals which do not meet the demands of the assignment will be graded with a check minus. It is likely that these journals [of which I expect to receive NONE] will:

- contain insufficient entries
- not be clear or understandable
- not relate to the readings in any appropriate and thoughtful way [or misrepresent them]
- contain only opinion, with no support or detail

N.B. While spelling and grammatical correctness will not be a major factor, it is unlikely that any journal that contains LOTS of uncorrected errors will be able to be judged a check plus, given the biases of the instructor about teachers' use of language.

ASSIGNMENT SCHEDULE

	ROCKY ROADS	**CHERRY GARCIAS**	**PRALINES/ CREAM**
February 2	Prepare for class*	Prepare for class*	Prepare for class*
February 9	Prepare for class	Prepare for class	Prepare for class
February 16	Hand in journal	B. Parker response	Prepare for class
February 23	Prepare for class	Hand in journal	Kathy response
March 2	Russian teens response	Prepare for class	Hand in journal
March 9	Hand in journal	J. Heron response	Prepare for class
March 16	Prepare for class	Hand in journal	M. Korns response
March 30	J. Davidson response	Prepare for class	Hand in journal
April 6	Hand in journal	M. Siegel response	Research paper due

April 13	Research paper due	Hand in journal response	H. Franklin
April 20	F. Oakley response	Research paper due	Hand in journal
April 27	Prepare for class	Prepare for class	Prepare for class
May 4	Portfolio due	Portfolio due	Portfolio due

* Preparing for class means that you should do all the readings and make a journal entry prior to coming to class.

TENTATIVE CLASS SCHEDULE

DATE	**TOPIC, READINGS, QUESTIONS**
January 26	TOPIC: Introduction of class members, introduction of course ASSIGNMENT FOR NEXT CLASS MEETING: Go back as far as you can on both sides of your family. Identify the country or countries of your family's origin, the language[s] they spoke, their reasons for emigrating, and any other information which seems pertinent. As well, try to gather some family stories that have endured. Write a journal entry that includes this information and the collective family memories. Be prepared to talk about your research.
February 2	TOPIC: The nature of difference, with a personal touch: your personal cultural identify. READINGS: • Graham, "Claiming a place in society" • "Practice random kindness and senseless acts of beauty" • Tompkins, "Teaching like it matters" • Walker, "If there was any justice"
February 9	TOPIC: The nature of difference, as presented in the schools READINGS: • Bullard, Ravitch, Hilliard, Banks, Adams et al. (all of these articles are from Educational Leadership, Dec. 91/Jan. 92 issue) FILM: "Prejudice," Peter Jennings, ABC News. ACTIVITY: Cultural Identity Profile

February 16 TOPIC: Globalizing the curriculum

READINGS:
- McIntosh, "Interactive phases of curriculum and personal re-vision"

CASE: *Barbara Parker*

QUESTIONS:

1. Why do you suppose Barbara is experienc so much difficulty with this class?
2. How would McIntosh describe Barbara's curriculum approach? Would she approve, given Barbara's population?
3. How might Barbara "globalize" her curriculum, along a McIntosh framework, and also improve the learning experiences in her class?

February 23 TOPIC: What can teachers do? Who has the power?

READINGS:
- Delpit, "The silenced dialogue: Power and pedagogy in educating other people's children"
- Banks and Banks, "Teaching for multicultural literacy"

CASE: *Kathy: A Case of Innovative Mathematics Teaching in a Multicultural Classroom*

QUESTIONS:

1. Do you think Kathy would have reacted differently if Ms. Carter were white? If so, how?
2. Is Ms. Carter right in thinking that Kathy has ignored the home experience of African-American children in her teaching? What role should such experiences play in teaching math? Other subjects?
3. What should Kathy say? What would Delpit suggest?

March 2 TOPIC: Issues of immigration

READINGS:
- Taira, "Easing Hispanic and Asians into mainstream America"
- First, "Immigrant students in U.S. public schools"
- Esquivel & Keitel, "Counseling immigrant children in the schools"
- Glenn, "Educating the children of immigrants"

CASE: *Russian Teens at Sexton High*

QUESTIONS:

1. What do you think the problems are in the case?
2. Whose responsibility is it to resolve the problems?
3. What can the teachers do? Which theories might help?

March 9 TOPIC: Issues of non-English speakers in the classroom

READINGS:
- Commins & Miramontes, "Perceived and actual linguistic competence..."
- Sontag, "Caribbean pupils' English seems barrier, not bridge";
- Bowman, "Educating language minority children"

CASE: *Janice Heron* (In Silverman, et al.)
QUESTIONS:
1. How do you feel about Janice's initial assessments?
2. What is influencing those assessments?
3. What would Kozol observe in Janice's attitude and taching would help us to understand her better?

March 16
TOPIC: Minorities/majorities
READINGS: • *Savage Inequalities* (Chapters 1- 3]
CASE: *Maxine Korns* (In Silverman, et al.)
QUESTIONS:
1. How has Alton School district changed? What affect have those changes had on Maxine?
2. How would Kozol describe Maxine's class? the stealing?
3. What do you think Maxine should do now? Why?

March 30
TOPIC: Minorities/majorities [cont.]
READINGS: • *Savage Inequalities* (Chapters 4 - 6)
CASE: *Joyce Davidson*
QUESTIONS:
1. How has tracking affected the students in Joyce's class? How has it affected Joyce?
2. What are Joyce's obligations to the academic needs of her students? the affective needs?
3. Given what you know about theories of teaching and learning, what can Joyce do to better meet her students' needs?

April 6
TOPIC: Cultural, class, and gender differences that influence classroom behaviors
READINGS:
- Dillon, "Showing them that I want them to learn and that I care about who they are..."
- Muller, "Subtle lessons in racism"
- Shade, "Cultural diversity and the school environment"
- Ornstein & Levine, "Social class, race, and school achievement..."
- Noddings, "The gender issue"

CASE: *Mark Siegel*
QUESTIONS:
1. How would Mark describe his problems? Can you offer another perspective on what's happening in his classroom?
2. How would you interpret the events in Mark's class, based on the readings?
3. What would Dillon suggest that Mark try? Why?

April 13
TOPIC: Families
READINGS: • Chankin, "Debunking the myth about minority parents"

- Tan, "Mother"

CASE: Helen Franklin

QUESTIONS:

1. How would you describe Helen's relationships with the parents in her class? Are they appropriate?
2. What do you think the key issues are in Helen's classroom?
3. How would Chankin address the problem?

April 20 TOPIC: Cognitive issues in a diverse classroom

READINGS:

- Cazden and Leggett, "Culturally responsive education..."
- "Educating a culturally diverse student population"
- Tharp, "Psychocultural variables and constants"
- Anderson, "Cognitive styles and multicultural populations"

CASE: *Frank Oakley*

QUESTIONS:

1. What information about his students does Frank think is important to note?
2. What about Frank's students do you observe that he has not considered?
3. Given his diverse student population, what might Frank consider as he plans for his lab?

April 27 TOPIC: Cognitive Diversity - Mainstreaming

READINGS:

- Raynes, et al., "A fresh look at categorical programs..."
- Schulz, et al., "Enhancing social integration"

CASE: *Joan Martin et al.*

QUESTIONS:

1. With 20/20 hindsight, would it have been better not to try to mainstream Donald? Why/why not?
2. What would you hope would be the outcome of the meeting? What would it take for your outcome to be accomplished?
3. What might Joan do to improve the situation? Marilyn?

May 4 TOPIC: Learning/practicing tolerance

READINGS:

- Villegas, "Culturally responsive pedagogy for the 1990s and beyond"

FINAL STORIES

FOOD FESTIVAL: Based on cultural culinary favorites

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Rita Silverman, Ph.D. University of Pittsburgh, is a Professor of Teacher Education at Pace University and Co-Director of the Center for Case Studies in Education there. Her most current work is in the area of case-based instruction in teacher education and in faculty development. Supported by two successive grants from the Fund for the Improvement of Postsecondary Education (FIPSE), she and her research partner, William M. Welty, have published several books of teacher education cases. Most recently, their publisher, McGraw-Hill, has computerized this work so that college faculty can custom design their own case books. To date, more than fifty of Silverman and Welty's cases are available through this data base. Dr. Silverman has published in the areas of learning disabilities, assessment, and teacher and college faculty problem solving and presents her work at regional and national teacher education and higher education conferences. She has done workshops for teacher education and general education faculty at universities throughout the country.

Mary Williams, Ed.D. Boston University, is an Assistant Professor of Education at Pace University, and is an associate with their Center for Applied Ethics. Former K-12 teacher and curriculum coordinator, Dr. Williams has conducted extensive research in the areas of formal and hidden curriculum (as pertain to moral values and character), teacher effectiveness, and middle school development. She is currently working on national, state, and local committees to implement and evaluate character education programs, including The Character and Educational Partnership an ASCD Character Network and conference on its Access E-mail. Dr. Williams is an active member and officer of numerous professional organizations, including AERA, ATE, ASCD, Pi Lambda Theta, and Phi Delta Kappa. She recently published two articles and has one chapter and three books in progress. Her professional interests center on creating moral communities in classrooms and the pedagogical practices which enable teachers to create effective learning communities.

Seven

EDUCATIONAL PSYCHOLOGY

Steve Steffens
Concordia College, Bronxville, New York

INTRODUCTION

The students who are preparing to become teachers certainly need to learn many skills in order to start to become good teachers. Many of these skills have been identified in the research literature of effective teaching. Indeed the major purpose of the Educational Psychology course is to develop a set of the skills that have been identified. Skills do not exist in a vacuum. These teachers-to-be need to be able to establish effective relationships with their students. They have to be able to relate to each other in such a way that each individual is enabled to reach their full potential and not be hobbled by their teachers. Thus, it is seen by the college as appropriate to include some effort to enable our students to be able to relate positively to a broader range of students. American schools, both public and parochial, are rapidly reflecting the diversity of society. Many of the college's students have not experienced positively this diversity. Our student population will have a range of reactions to people who are different. The multicultural aspect of this course has the large task of attitude and skill development. It is relatively easy to change the verbal and written responses of our students. They quickly know what the right answer is. They can quickly read the instructor's preferences and feed back the desired answer. They can quickly apply various methods of analyses to identify injustices of others. It is more difficult to get the student to become aware of, examine, and possibly change their own belief and behaviors. By nature and past learning our students and instructors do not wish to change. Prejudice exists in many of the deepest recesses. But the necessity of reacting positively to diversity is essential if our students are to have a positive effect on a broader range of people.

A special resource for change of attitude was noted by Ezra Taft Benson who was quoted in the book The Seven Habits of Highly Effective People by Stephen Covey:

> The Lord works from the inside out. The world works from the outside in. The world would take people out of the slums. Christ takes the slums out of people, and then they take themselves out of the slums. The world would mold people by changing their environment. Christ changes people, who then change their environment. The world would shape human behavior, but Christ can change human nature.

The church does not always produce people who celebrate diversity as adequately as Christ did. The church and its people are certainly guilty of many injustices. Still, it is certainly true that Christ is the dynamic power for incredible changes that are appropriate.

COURSE SYLLABUS

Catalog Description:

The application of basic principles of human development and behavior to classroom situation. Topics include educational objectives; the entering behavior of children; teaching strategies, models, and techniques; and assessment of behavior. Emphasis is given both to theoretical backgrounds and to classroom applications. Credit Hours: 3

Course Objectives:

Skills and knowledge objectives are developed in the following areas as well as multicultural education:

Presentation skills, i.e., clarity and enthusiasm
Teaching of concepts
Teaching of skills
Cooperative learning
Discussion and controversy
Planning
Use of time and space
Motivation
Brief development of classroom management
The first year of teaching

The specific course objectives in regard to multicultural education:

The comfort zone of the students will be broadened so that they will work with a more diverse population than when they started the course.

The skills of the students will be broadened so that they can work with a more diverse population than when they started the course.

Course Outline:

1. Individual Differences

   The approach of Rita Dunn will be utilized which emphasizes that students have preferences for the environment in which they can be most effective. Offer alternative approaches to meeting educational objectives and let the students choose.

2. Gender in the Classroom

   Research such as American Association of University Women summary of the differential treatment of students by teachers based upon gender will be utilized.

3. The Creation and Effects of Prejudice

   The original Eye of the Storm video of the classroom in all white Iowa will be used. The creation and effects will be identified.

4. Controversies

   My Son Wind-Wolf: One Child and Two Cultures, Professor Medicine Grizzlybear Lake, focuses the conflict on the life of a young child entering school.
   Separate schools based on gender or race to improve performance?
   Multicultural Education in Teacher Preparation Programs, Jesus Garcia and Sharon Pugh, identifies some of the political contaminants in multicultural education.
   Case Study: Mark Siegel, Rita Silverman, provides an example for students to identify the wide range of problems and resources that are educationally relevant.

5. Lecture based on Harker, Multiculturalism and Multicultural Schools. This identifies a continuum of human responses to diversity including ethnic cleansing or genocide, assimilation, acceptance of difference as a right but not modifying or accommodating the majority culture, to the celebration and appreciation of diversity as illustrated by the mosaic and salad metaphors. The reality of history and current events necessitates that violent responses to diversity be noted as part of the potential of every human being but these responses are not acceptable.

Evaluation Methods:

As well as the give and take of discussion in and out of class the following opportunities are given and noted to determine whether the process outlined above is making a difference in comfort and skill levels in working with a wider diversity.

> A response to Wind-Wolf: This is after a class discussion of the experience of the father, the teacher, the parents, and the class mates to Wind-Wolf. The conflicts that Wind-Wolf experienced in his short life are also explored. Then, individually the students create a response as an out of class assignment. The response can be a letter

written by the teacher to the father, a poem, or an artistic expression. These are then shared with a member of the class with whom they have had minimal interaction so far.

At the conclusion of this unit, students write an essay based on the question, What is multicultural education? These are done in an examination setting. When the scripts are returned, they choose a partner and share their answers.

After the course is completed, most of the students finish one more semester and then student teach. During their student teaching, I make the following observations: (I usually observe 20-30% of those who take this course.)

I count the number of times the student teacher calls on or talks with male and female students. I compare the conversation ratio with the ratio of male to female students. I note individual differences in the classroom and ask the student teacher to identify what they have observed. Are they aware?

I ask how they are dealing with diversity. This is difficult for an experienced teacher let alone a beginner. I also try to note their emotional reaction to the students. Are they establishing a warm, appreciative, respectful relationship with all students?

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Steve Steffens, Ed.D., Concordia College, is a teacher. He appreciates the opportunity to learn from people and the world. In 1962, he was placed as an educational missionary in Papua New Guinea with the aim of enabling the New Guineans to take his place. There was only one Enga who had reached the equivalent of fifth grade in 1962. He was delighted in 1975 to leave with fully certified and trained New Guineans teaching in every classroom in every elementary and secondary Lutheran school. The educational supervision and management was also fully in the hands of the indigenous people. To continue his own development Steve, Lis, Kevin, and Erik moved to New Zealand. While they went there for an estimated three years initially, they stayed for over twelve years: Steve earned a second masters degree and a doctorate in educational psychology. He developed a two-year counselor training program for the local hospital board which gave over three hundred hours of counseling development to each of three hundred adults and on the faculty of a teachers college.

Methods Courses

Eight

CURRICULUM DEVELOPMENT IN ELEMENTARY SCHOOL SUBJECT AREAS: READING

Joan M. Black
Marymount College, Tarrytown, New York

INTRODUCTION

For many years, I have struggled with the best way to create and offer an undergraduate course dealing with reading methodology in order to best prepare preservice teachers to provide effective literacy instruction to children in the schools. After becoming involved with the Westchester Education Coalition's Diversity Task Force, I once again attempted to revise the syllabus of EDU 310.01, Curriculum Development in Elementary School Subject Areas: Reading, a course offered to undergraduate students at Marymount College. A major objective for the current revision was to infuse a multicultural perspective throughout the course, so that the students would be prepared to provide a literacy program appropriate for pupils of diverse needs and backgrounds. Rather than focus on instructing children with special needs at the end of the course within one module of study, as was done in the past, I attempted to integrate discussions and readings relevant to diversity and multicultural issues throughout the semester.

After attending many WEC meetings and reviewing the related literature on multicultural education, I added the following new experiences to the course: (1) discussions and readings on the definition and signifigance of multicultural education; (2) examination of the influence of culture on literacy development; (3) self-reflections by course participants on the impact of their own cultures on their early literacy development; (4) a self-assessment of the attitudes of course members toward the role of race, gender, learning styles, ethnicity and culture on literacy development and school success before and after the course experience; (5) a literacy assessment by each course participant of a child preferably of limited English proficiency or of a culture different from theirs.

In reviewing the impact of the course modifications, I observed that many student attitudes toward the influence of one's cultural and home experiences on school performance had changed. Based on a comparison of the responses on the Cultural Attitude Survey completed by students before and after the course, it was evident that the seminar's experiences sensitized students to better appreciate the value an individual's culture and to incorporate it within the classroom program. In addition, students identified an activity that involved the sharing of traditions and customs of their own cultures with peers as a major highlight of the course and recommended it be continued in subsequent courses.

The revised assessment assignment encouraged course participants to work with children of different cultures. It also included a parent interview and a reading attitude survey for a child to complete, in addition to the reading and writing assessments traditionally assigned. Students were also required to keep a descriptive log of a child's weekly progress and learning behaviors, so that they could continuously reflect on their observations of children within authentic literacy activities. In my opinion, these additional components provided course members with increased insight and understanding into the literacy development of individual children of multicultural backgrounds, as was evident in the quality of the final assessments and instructional recommendations submitted by students at the end of the semester.

Other new course experiences involved the examination of commercial language arts materials for race, gender and cultural bias and a workshop on methods for teaching English as a second language. Based on student feedback, these activities further contributed to their awareness of how minority children may feel excluded from the classroom experience. Course participants expressed an interest in applying the strategies that were demonstrated to help children of limited English proficiency to learn to speak, read and write English at the end of the semester.

Student course evaluations were highly positive at the end of the semester. On a personal note, I feel that I've gotten to know my students a great deal more than usual, as a result of the new multicultural course experiences. I realize that I have made more of a conscious effort to create a sense of respect for diversity within the college classroom, which will hopefully serve as a model for the students' future classrooms in the schools. I look forward to further revisions, as I continue to acquire further understanding and expertise regarding multicultural education.

COURSE SYLLABUS

Course Description:

Methods, skills and materials necessary to teach diverse populations of children to read. Emergent literacy, oral language acquisition, reading comprehension, literacy assessment and different approaches to reading instruction within a whole language framework will be examined. Strategies for modifying instruction to meet the needs, language backgrounds and learning styles of diverse students will be emphasized. Opportunity will be provided for course members to examine their beliefs about culture and its influence on themselves as teachers as well as on their pupil's learning.

Texts: Leslie, Lauren and Cauldwell, Joanne., Qualitative Reading Inventory, Harper Collins Publ., Inc. 1990.

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Salend, Spencer J., Effective Mainstreaming, New York: Macmillan, 1990.

Phonics Handbook: Heilman, Arthur, Phonics in Perspective

Resources: Curriculum Materials in Teacher Center
Experiences and Materials in Field Placements
Professional Literature in Reference Library:
Reading Teacher; Journal of Reading; Language Arts;
Journal of Learning Disabilities; English School Journal

UNIT I: Theoretical Framework of the Reading Process

Goal: The student will understand the theoretical framework of the reading process as it applies to diverse pupil populations.

OBJECTIVES	LEARNING EXPERIENCES/ RESOURCES	Evaluation
1. To identify the psycholinguistic factors affecting the reading process.	Attend Lecture Group Discussion Create Reading Model Leu, Chapt. 1,2,3	Final Exam Journal Entry

2. To identify the objectives and components of an interactive whole language literacy program for diverse student populations with a cultural perspective.	Group Discussion Field Placement Observations Teacher Interview Leu, Chapt. 1,2,3 Ramsey Article/ Classroom Case Study Exercise to Define Multicultural Education	Final Exam Journal Entry Results of Interview

UNIT II: Emergent Literacy

Goal: The student will understand the concept and instructional implications of emergent literacy.

OBJECTIVES	LEARNING ACTIVITIES/ RESOURCES	EVALUATION
1. To identify the cognitive, physical, affective and cultural factors related to literacy development.	Student self-reflection and sharing about early literacy home experiences and family culture.	Journal Entry
	Interview of parent of a pupil about early literacy experiences.	Results of Interview
	Completion of cultural attitude survey	
2. To identity the theories and processes of oral language acquisition.	Morrow, Chapt. 3 Field Placements	Journal Entry Final Exam

3. To identify the influence of culture on oral language development.	Leu, 491-501 ESL Workshop Heath article Grant and Sleeter article	Journal Entry Final Exam Written Reaction to Multicultural Education
4. To identify methods for assessing beginning stages of literacy development of diverse students.	Kindergarten Visit Demonstration of Strategies	Critique of Kindergarten Visit
5. To describe and plan instructional activities to promote the development of oral language and literacy in young children of diverse backgrounds.	Morrow Text Field Placement Experiences Collaborative Lesson Planning	Completion of Morrow Study Guide Simulation of Written Lesson Plan

UNIT III: LITERACY INSTRUCTIONS

Goal: The student will be unable to demonstrate understanding of the objectives, attributes and procedures associated with effective approaches to literacy instruction for diverse pupil populations.

OBJECTIVES	LEARNING ACTIVITIES/ RESOURCES	EVALUATION

1. To describe the attributes and procedures of the following word identification strategies:	Demonstration Peer Teaching Field Placement Experiences; Observations and Teaching	Teaching Written Lesson Plans & Critique
a. context clue analysis		Final Exam
b. whole word method	Leu, Chapter 5, pp 67-88	
c. language experience approach	Morrow Text	
d. phonics approach		
e. linguistics approach	Heilman Text	Phonics Exam
f. structural analysis approach	Heilman Text	Quiz
g. eclectic/whole language		
2. To plan and implement reading instruction appropriate to the individual needs of children of diverse language, cultural backgrounds and learning styles utilizing the following approaches within an interactive and whole language framework:	Develop and Write Lesson Plans for Children in Field Placements Peer Teaching of Lessons Teach Lessons To Children in Field Placements	Written Plans and Critiques of Field Experiences
a. directed reading/ thinking activity (DRTA)	Leu Text, Chap. 5, pp. 67-78	
b. language experience		
c. context clue analysis		
d. phonic analysis	Heilman Text	
e. structural analysis	Field Placement Instructional Materials; Basals and Literature	

3. To identify and define basic phonics terminology and generalizations related to literacy instruction	Heilman text Lecture Written Exercises Field Placement Materials	Exam
4. To evaluate current reading materials for diversity, appeal and bias	Examination of reading program material Attend New York State Reading Assoc. Conference	Written Critique

UNIT IV: READING COMPREHENSION

Goal: The student will be able to demonstrate an understanding of the comprehension process in order to plan and implement effective literacy instruction for diverse student populations.

OBJECTIONS	LEARNING EXPERIENCE/ RESOURCES	EVALUATION
1. To identify and describe the variable factors and cognitive behaviors affecting the comprehension of text.	Leu, Chapt. 6,7 View Videotape; "Reading Is Thinking"	Journal Entry Final Exam
2. To plan and implement instruction for the development of comprehension strategies of diverse student populations.	Demonstration Lessons involving: oral/written retelling semantic mapping story frames Reciprocal Questioning Cloze Procedure	Submit Semantic Map of Leu, Chapt. 5, 6, & 7

3. To demonstrate effective questioning techniques to promote comprehension and critical thinking of all students.	Develop and write comprehension questions for children utilizing Bloom's Taxonomy for children's books of Multicultural Themes	Submit Questions Written Critique DRTA/ Book Experience with children

UNIT V: READING IN THE CONTENT AREAS AND STUDY SKILLS

Goal: The student will be able to plan effective instruction to enable multicultural pupils to acquire and comprehend information from content area textbooks and library resources.

OBJECTIVES	LEARNING EXPERIENCES/ RESOURCES	EVALUATION
1. To plan and implement instruction for successful content area reading.	Demonstration Lessons involving KWL, SQ3R, and the Cornell Method	SQ3R Assignment
2. To modify content area instruction for children with special needs.	Salend text, pp.336-348 Cooperative Learning Exercise Field Placement Experiences	Journal Entry

UNIT VI: Assessment of Literacy Performance

Goal: The student will be able to evaluate and monitor pupil literacy development through formal and informal assessments in order to provide appropriate instruction to children with diverse needs.

OBJECTIVES	LEARNING EXPERIENCES/ RESOURCES	EVALUATION

1. To administer and interpret pupil performance on standardized reading tests.	Simulated Test Demonstrations Leu, Chapter 11 Examination of Standardized Reading Tests Field Placement Tests/Data	Journal Entry
2. To administer an informal reading inventory to an individual pupil	Demonstration of IRI/QRI Administer Qualitative Reading Inventory	Submit completed QRI protocol
3. To complete a miscue analysis based on a pupil's reading performance to assess reading and language strengths and needs.	Demonstration of Miscue Analysis Procedure	Submit completed Miscue Analysis forms and summary
4. To plan for instruction appropriate to the needs of individual children based on a holistic model of assessment of literacy performance.	Collaborate with peers to write recommendations for instruction.	Submit Plans for Literacy Instruction

UNIT VII: Teaching Reading to Children with Reading Disabilities

Goal: The student will be able to plan for differentiated literacy instruction for children with reading problems due to learning disabilities.

OBJECTIVES	LEARNING EXPERIENCES/ RESOURCES	EVALUATION

1. To identify and describe the characteristics and difficulties of a learner with reading disabilities.	Lecture Leu, Chapter 12 Professional Journals Case Study Field Experiences	Final Exam Journal Entry
2. To describe and demonstrate different techniques for instructing the learner with reading disabilities.	Leu, Chapter 12 Salend, Chapt. 7 pp. 315-324 Simulated Demonstration of: Fernald, Orton Gillingham and Language Experience Approach	Written Reaction to Salend and Case Study

Goals of follow-up course; EDU 310B - Curriculum Development in Elementary School Subject Areas: Reading and Language Arts:

1. To further understand the components of an interactive language arts classroom program for children of diverse backgrounds and needs by integrating reading and oral language experiences with writing, spelling, listening and drama
2. To become familiar with children's literature of all genre and multicultural perspectives
3. To understand and be able to plan and implement effective learning experiences that involve the reading-writing connection
4. To understand the stages of the Writing Process for classroom implementation
5. To be able to organize an interactive literacy program for children with diverse needs.

Course Requirements for EDU 310A:

1. Three lesson plans for reading instruction are required to be prepared, simulated with class members, and subsequently taught to children of diverse cultures and linguistic backgrounds in field placement classrooms.

After each of the lessons has been implemented, the plans should be submitted in writing along with a critique describing the children's response to the lesson and your reactions as well. Each of the lessons should be audio taped. Pupil work should also be submitted with the critiques.

a. DRTA lesson	10/5
b. language experience lesson	10/21
c. phonics lesson integrated within meaningful context	11/18

2. A visitation and written critique of a kindergarten literacy program should be submitted. (due 10/1)

3. A minimum of two hours a week of a fieldbased classroom experience with children of diverse cultures is required during which literacy instruction takes place.

4. The keeping of a journal to record observations and experiences in fieldbased classrooms is required. Journals should be handed in each time two entries have been made.

5. An assessment of the literacy development of a child preferably of limited English proficiency or of a culture different from yours will be required of each course member:
    a. a reading attitude survey completed by the child;
    b. a parent interview concerning the child's early literacy experiences;
    c. an informal reading inventory to assess the child's reading comprehension, oral reading and language development;
    d. a miscue analysis of the child's reading performance;
    e. a summary of the child's performance and recommendations for subsequent instruction;
    f. a detailed log of the child's weekly progress and learning behaviors (to be submitted each week; please maintain a separate section in your journal to focus on your observations and interactions with the child).

6. Completion of a semantic map of an assigned reading.

7. Formulation of a set of questions using Bloom's Taxonomy to promote pupil comprehension of a children's book with a multicultural theme.

8. Completion of all weekly reading and writing assignments on time.

10. Meetings with the professor during the semester for individualized conferences to monitor course performance.

11. Attendance at the New York State Reading Association Conference on November 5, 1992.

12. Successful performance on the final examination.

13. ATTENDANCE AT ALL SESSIONS IS VITAL...CLASS PARTICIPATION IS ESSENTIAL...ALL ASSIGNMENTS MUST BE COMPLETED ON TIME...

14. Reading of a self-selected book about a culture other than your own to enjoy and share with course participants. (Teachers need to be readers too!) Due 11/30

Grading Criteria:

The grade for this course will be based on the following criteria:

Attendance and Participation
25% - three lessons and critiques
25% - quizzes, journal entries, written assignments
25% - diagnostic summary and journal of case study
25% - final exam

CALENDAR

DATE	ASSIGNMENT DUE	TOPICS AND ACTIVITIES
8/31		Course Overview/Requirements Student Identification of Goals What is READING?; A Psycholinguistic Perspective Whole Language; Definition and Philosophy
9/2	Leu Text, Chapt. 1,2	Identifying a Framework for A Literacy Program for ALL Defining Multicultural Education The Influence of Culture on Literacy
9/9	Leu Text, Chapt. 3	Materials and Procedures for Reading Instruction (Basal Reading Series Materials and Children's Literature) The Directed Reading Thinking Activity Procedure (DRTA)
9/14	Morrow Text, 1-140 Complete Study Guide Questions 1-7	Emergent Literacy; definition, stages of development and implications for the early childhood literacy program

9/16	Morrow, 141-196	Reading/Writing Activities that Promote Emergent Literacy
9/21	Complete Study Guide; Grant and Sleeter article	The Language Experience Approach
9/23	Completion of Kindergarten Observation Form	Assessment of Beginning Literacy Sharing of Kindergarten Visits Examination of Learning Materials for Beginning Literacy Development
		Procedures for Writing Lesson Plans
9/28	Complete parent interview	Interview with parent of ESL or LEP student
9/30	Draft of DRTA lesson plan	Simulation of DRTA lessons to be taught in field placements

AN ESL METHODS WORKSHOP WILL BE SCHEDULED AT A TIME CONVENIENT FOR ALL COURSES MEMBERS

10/5	Leu, Chapter 5	Demonstration of Strategies for Word Identification;
10/13		Word Identification;
10/14	DRTA Lesson and Critique Due Completion of reading attitude survey by child	a) contextual analysis b) whole word method c) phonics d) linguistics e) structural analysis
10/19	Draft of Language Experience Lessons Due	Modeling and Sharing of Language Experience Lessons

10/21	Heilman Text Phonics Quiz	Strategies for Integrating Phonics Instruction within Meaningful Context
		Quiz on Phonics Terminology and Generalizations
10/28	Draft of Phonics Lesson Plan Due	Simulation of Phonics Lessons in small groups
11/2	Update of Case Study's progress in literacy and classroom life	Examination of Commercial Reading Materials for diversity, appeal and bias Update of Field Experiences
11/5	ATTEND NEW YORK STATE READING ASSOCIATION CONFERENCE	
11/11	Leu, Chapter 6,7 Phonics Lesson Plan and Critique Due	Understanding the Comprehension Process; Reading is Thinking
	Leu, Chapter 12 Salend, 336-348	Instructional Strategies that Promote Comprehension
		Reading in the Content Areas
11/16 11/18	Leu, Chapter 11 Informal Reading Inventory, pages 1-21	Assessment of Reading Performance and Literacy Development
11/23		The Informal Reading Inventory and Miscue Analysis
		Procedure for Writing Student sharing of

11/30 12/2	Leu, Chapter 12 journal articles Salend 315-324	Current Research on Teaching Children with Special Needs: • Children with Learning Disabilities • Children with Different Linguistic and Cultural Backgrounds
12/7 12/9	Diagnostic Summary Due	Sharing of Diagnostic Summaries Review for Final Exam

Subsequent Course: EDU 310B - Reading and Language Arts - Spring Semester
- Role of Children's Literature in the Reading Program
- Reading- Writing Connections
- Writing Process
- Strategies for Integrating all Language Arts (spelling, listening, grammar, oral language, reading and writing) within a whole language literacy program
- Classroom Management techniques for Organizing an Interactive Language Arts Program for multicultural children with diverse needs

****

Dear Educator,

Thank you for once again providing a fieldbased placement for one of our students enrolled in a reading methods course at our college. As you may know, each student is required to spend a minimum of two hours in a classroom to observe and assist you especially in the area of reading and writing instruction.

Within the required fieldbased work it will be necessary for each student to plan and implement the following three lessons utilizing different approaches: (1) a Directed Reading Thinking Activity (DRTA) procedure lesson utilizing a basal reader or children's literature selection; (2) a language experience reading lesson; (3) a phonics lesson within a meaningful context.

Each of these lessons will have been shared in our class seminars as well as with you before being implemented in the classroom. They may involve either a small group of children or an entire class of students. Your pupils' needs, instructional levels, and learning materials will be incorporated within the lesson plans, so as not to disrupt your program in any way.

In addition, each student will be required to administer an informal reading inventory to one of your pupils, whose culture is different from the college student's, in order to gain experience in assessing an individual's reading skills and performance.

It is our hope that Marymount students may contribute in some way to the classroom literacy program in exchange for your valued cooperation and participation in the Teacher Education program at Marymount College. Please feel free to contact me to discuss any of your questions or concerns.

Sincerely,

Multicultural Education

ASSIGNMENT

I. Assignment to Follow the Reading of "Race, Class, Gender, Exceptionality, and Educational Reform" by Carl A. Grant and Christine E. Sleeter

After reading pages 46-54:
1. Define Multicultural Education in your own words.
2. Identify which of the four approaches to Multicultural Education you would select as a future teacher to educate your students. Explain the reasons for your choice.
3. Describe any learning experiences related to multicultural education that you experienced as a student in elementary school, middle school, high school or college.

After reading pages 54-56
1. React to the four practices needed to be implemented for Multicultural Education and Social Reconstructivism to take place.

After reading pages 56-62 (classroom case study),
1. List the practices/strategies/activities taking place in Ms. Wilson's classroom which could be described as Multicultrual Education.
2. Which approach(es) to Multicultural Education was Ms. Wilson using in implementing each of the above practices/activities? Explain your response.

II. After our class discussion next session - Due 9/24
Describe your present thoughts and feelings about Multicultural Education.

III. Journal on Multicultural Education:
In a separate section in your journal (above assignment belongs in this section) begin recording your weekly observations of one learner of a particular culture in your field placement involving the following information:

- effects of child's culture on classroom behavior, learning and language/communication (oral and written)
- "critical incidents" involving the child and others that capture what goes on in culturally diverse classrooms
- the student's learning style and strategies s/he uses
- modification of instruction that takes place or that needs to be planned to meet child's diverse needs
- student motivation, social interaction , & language proficiency

A: Agree D: Disagree Please feel free to add any comments.

Cultural Attitude Survey

1. Textbook materials may contain elements of bias involving culture, race, gender and ethnicity.

2. Children whose native language is not English may have a more difficult time learning to read English.

3. Children with limited English proficiency would benefit from a separate all day classroom program.

4. Only those schools having children of different cultures should include multicultural education in their curriculum.

5. Children from low socioeconomic homes are at a disadvantage in succeeding at school.

6. The reason many children are limited in English proficiency is because their parents didn't spend enough time speaking to them.

7. A teacher needs to know about early home experiences of his/her children in order to most effectively teach them to read and write.

8. A child's native language should have a place in the second language classroom.

9. It's easier to learn to read and write a language you can speak.

10. Isolated skill instruction, drill and practice are the best ways to teach remedial and ESL students.

11. Oral language development is a separate process unrelated to reading and writing development.

12. Children of certain ethnic backgrounds and income classes have better opportunities to succeed in schools today than others.

13. Children of certain ethnic or cultural backgrounds have inferior abilities and consequently won't be able to succeed in schools.

14. Learning of language rules is an effective way to learn a new language.

15. Children of all cultures should be treated equally by teachers in terms of teacher attention and school services.

16. Children of certain ethnic backgrounds have inferior ability and consequently won't be able to succeed in schools today.

17. Teachers cannot teach every child to read and write.

18. Female and male students generally prefer to learn in the same ways.

19. Boys are more likely to be disciplined more by teachers than are girls.

20. Boys are more likely to be classified as learning disabled than girls are.

21. Most students prefer competition and individualism in the classroom.

22. It's too overwhelming for teachers to try to teach to each child's learning style.

23. A child's native language is a key ingredient in learning a second language.

24. Memorization of words is better than first-hand concrete experiences in language learning.

25. Being aware of different cultural practices at home is important teacher information that may explain student behavior.

26. Teachers should visit student homes to interview parents and to better understand a child's background experience.

27. Parents should be included in helping children read and write.

28. Bilingual programs should be provided that offer children an opportunity to grow more fluent in their native language while they also learn English.

29. An individual child's culture should be included in the school curriculum.

30. Ethnic minority males, especially Afro American males, experience a highly disproportionate rate of disciplinary acts and suspensions in school.

Joan M. Black, Ed.D. Hofstra University, is an Associate Professor of Education at Marymount College in Tarrytown, New York. She is also a language arts consultant and has dedicated herself to the promotion of quality literacy instruction within the schools. Presently, she is on sabbatical leave to research current effective models for literacy instruction for children with diverse needs.

Nine

DEVELOPMENTAL READING: METHODS AND MATERIALS

Sylvia Blake
Manhattanville College, Purchase, New York

INTRODUCTION

Education 5031, "Developmental Reading: Methods and Materials," is a graduate level course aimed specifically at preservice elementary school teachers. This course is generally taken as a second reading course after completion of the required EDU 5110/11, "Elementary Reading and Language Arts," which focuses on current research and theory particularly stressing the connections among the language arts.

"Developmental Reading" focuses on the selection of appropriate materials and the planning of instruction based upon a theoretical framework. Thus, the course objectives involve: (1) review of the basic concepts and theories vital to beginning reading instruction; (2) introduction to a variety of strategies used for teaching developmental reading within the framework of the integrated language arts; (3) development of individual philosophies of language and learning which can guide expectations and decision making; (4) familiarity with the diverse needs of students – developmentally delayed, developmentally accelerated, gifted, bilingual, language disabled, learning disabled, limited English proficiency, etc. – and with a wide range of instructional materials and methods suited to their needs

Probably, the single most important idea emphasized throughout the course is that there is no one, best way to teach reading. This understanding is arrived at by continuously stressing the need for the development of a repertoire of strategies for instruction. In the monocultural, as well as in the multicultural classroom, no two children are exactly alike. Teachers in EDU 5031 learn to approach developmental reading instruction bearing in mind that profound differences exist within every class. Some children will respond to a whole language methodology, while others will be frustrated by it; some will respond to a phonic approach, while others will feel constrained by it; some will learn to read most easily through learning to write, while others will develop their reading skills by building on their speaking and listening skills.

EDU 5031 aims to provide preservice and inservice teachers with a depth of understanding of methods and materials so that they will be able to create and deliver effective instruction for all children. Well-planned, effective developmental reading instruction addresses the wide diversity found in America's schools.

COURSE SYLLABUS

OBJECTIVES: Students will become familiar with basic concepts and theories essential to beginning reading instruction.

Students will learn a variety of strategies used for integrating writing, speaking and listening into developmental reading instruction.

Students will develop and synthesize their own individual philosophies of language and learning as a basis for future decision making.

Students will learn about students with diverse needs and will become familiar with reading methods and materials especially suited to meet their needs.

TEXTS: Burns, P., Roe, B. and Ross, E. (1992). Teaching Reading in Today's Elementary Schools. Boston: Houghton Mifflin Co.

Goodman, K. (1986). What's Whole in Whole Language? Portsmouth: Heinemann Educational Books

OUTLINE:

Date	Topic	Assignment
9/13	Course overview Introduction to reading	Burns Ch.1
9/20	Selected theories regarding the reading process	Goodman - all
9/27	A whole language approach to reading: materials to meet diverse needs	Burns Ch. 2

10/4	The emergent literacy and readiness models (Assignment #1)	Burns Ch. 12
10/1	Practical considerations: organizing, planning, assessing, competition, individualization cooperation - meeting diverse needs	Burns Ch. 3
10/25	Word recognition: sight words, phonics, structural analysis, etc.	Burns Ch. 4
11/1	Vocabulary instruction (Assignment #2)	Burns Ch. 7,8
11/8	Integrating the language arts - major approaches and materials for instruction of a diverse population: LEA, basal, linguistic literature based, etc.	Burns Ch 9,10
11/15	Study techniques for content area reading (Essay written in class)	Burns Ch. 13
11/22	Readers with special needs - culturally and linguistically diverse, handicapped, gifted, etc. (Assignment #3)	Burns Ch. 11
11/29	Assessing student progress - formal and informal	
12/6	Presentations	
12/13	Presentations	

COURSE REQUIREMENTS:

Students are expected to attend all class sessions, complete assignments on time and participate fully and thoughtfully in class discussions.

Assignments received after the due date cannot be accepted for the same grade as those submitted on time, unless there are extenuating circumstances and the instructor has agreed to the exception in advance. For all written work submitted, please keep a duplicate. Also, be sure to cite sources and authorities where appropriate in your written work, and to give credit for quotations or ides. I will gladly discuss your assignments, work, etc. with you individually. Office phone: (914) 694-2200 ext. 214.

Assignments:

1. Due October 4 is a two page paper outlining your reactions to a journal article which pertains to one of the following topics: current approaches to teaching reading; reading readiness; emergent literacy; knowledge of alphabet principles; phonemic awareness; multicultural reading/language arts materials, etc. Your paper should be based on an article in a professional journal and should be no more than four years old. Be prepared to discuss your reactions to the article with the class.

2. On November 1 one hour of class will be devoted to responding to an essay question or article focusing on a topic related to your readings and class discussion. After the writing has been completed, be prepared to share your thoughts regarding the question you chose to answer.

Criteria for marking this essay are: (a) How accurately did the student address the question? (b) How effectively did s/he use supporting evidence? (c) Is the student's level of literacy appropriate to the graduate level?

3. Due November 22 is a two page paper describing your instructional philosophy, specifically with respect to reading and language arts. This paper is intended to stimulate your thinking and help you in focusing on your developing personal views of language arts and reading instruction. More information regarding this assignment will follow.

Grades:

Everyone begins this course with an "A." In order to keep that grade, the student is expected to particiate fully in class (thoughtful comments, reflections, questions) and maintain a good attendance record..20%

Equal emphasis will be placed upon completion of the four assignments in a timely and conscientious manner............80%

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Sylvia Blake, Ed.D., Teachers College/Columbia, is an Assistant Professor in the Department of Teacher Education at Manhattanville College. Her specific areas of expertise are in reading/language arts instruction in elementary, middle and high school. Dr. Blake is also the Department's Reading Coordinator and is responsible for planning a range of reading/language arts courses, hiring adjuncts as needed to staff reading classes and advising those graduate and undergraduate students seeking certification in her areas. She has taught on the adjunct faculties of Fordham University and Passaic County College and has spent twenty-two years in various positions in the New York City Schools including: classroom teacher, assistant principal and staff developer. Dr. Blake is the author of a dozen published work-texts used in schools in New York and across the country. She has also co-authored two publications for teachers sponsored by the New York Times Newspaper-in-Education Program, Division of High Schools and a number of journal articles.

Ten

LEARNING AND TEACHING IN PRIMARY AND ELEMENTARY GRADES: SOCIAL STUDIES

Terry Cicchelli
Fordham University, Tarrytown, New York

INTRODUCTION

PERSPECTIVES

In recent years, social studies education including multicultural education has come under scrutiny. Findings from various sources show that student lack of learning and interest in social studies are critical problems to be addressed (Wiley, 1977; Stake & Easley, 1978; Armento, 1986). Additionally, within the reform movement, both social studies and teacher education organizations agree that student productive thinking skills and creativity along with teacher reflectivity are critical and necessary features in an educational program for the 21st Century (National Commission on Social Studies, 1989. Interestingly enough, Morrissett (1981) observes that the content and organization of social studies programs, established more than a half century ago have been matched by great stability in teaching methods. Further, research conducted on preservice students' field experiences indicates that university staff reinforce to student teachers the how of teaching rather than the why through careful reflection and examination of the experience. Instead of reflection and responding, students are encouraged to acquire and conform to existing schools (Zeichner & Tabachnick, 1981).

Of equal importance is the observation that social studies programs in schools, more often than not, neglect or underemphasize the existence and value of a multi-cultural/pluralism society. Further, these programs lack credibility and often breed cynicism when students encounter the realities of pluralism in and out of schools (Cornbleth, 1985). Specifically, the accelerating changes in the demographics of the United States have made diversity a significant fact of our national society as we approach the 21st Century.

In short, current social studies programs and preservice teachers' clinical experiences share a common dilemma. The what and how of social studies education as well as related field experiences in teacher education have not changed over the years. Clearly, there is a need to re-examine social studies curriculum and teaching methods along with preservice students' reflectivity in clinical experiences in teaching social studies.

Within this context, it is suggested that a preservice social studies teacher education module must infuse a multi-cultural/pluralistic point of view in the teaching and learning of social studies. In effect, multi-cultural/pluralism should not be taught as a separate series of lectures within a module but must become part of the fabric of social studies education.

COURSE SYLLABUS

Goal:

This basic course in social studies education provides a conceptual and operational framework for preservice students relative to translating research to practice along with testing best practices in the teaching of social studies in primary and elementary grades. Both conceptual and operational issues are reflected in 5 Areas including:

1. Defining, interpreting and organizing social studies for teaching and learning.
2. Identifying, emphasizing and appreciating individual differences in society.
3. Translating teacher education issues, strategies and methods for teaching multiculturalism through social studies.
4. Analyzing and then applying Models of Teaching (Joyce & Weil) to actual lessons.
5. Creating and evaluation, an Ideal Social Studies Model. The model will include a synthesis of theory, research and practice.

Objectives:

1. Students will be encouraged through inquiry and inductive teaching to generate individual objectives of each session.
2. Further, students will determine their objectives in completing activities and assignments on an ongoing basis throughout the course.

Evaluation:

Attendance and Participation	15%
Social Studies Description	15%
Research Critique	20%
Problem-Solving Activity	20%
Ideal Social Studies Model	30%

Assignments:

A. Provide a description of the social studies/multicultural program used in your student teaching assignment. Observe the following:

1. What does the social studies content include? Note:
    - Are the "ologies" included?
    - Is there an inclusion of specific multicultural contributions to the content?

2. How is social studies organized for teaching? Note:

    - Are "themes" used?
    - Are interdisciplinary units used?
    - Is the "curriculum guide" followed?
    - Other

3. What and how are materials used? Note:

    - Texts
    - Paperbacks
    - Newspapers
    - Computers, i.e., telecommunication systems
    - Other

    Discuss the materials used in reference to how pluralism and gender are represented.

4. Describe how social studies is taught. Note:

    - Grouping practices - use of centers
    - Types of questions teachers use
    - Use of question raising and problem solving activities
    - Use of students' individual differences to enrich teaching

5. Describe how social studies is "evaluated". Note:

- Types of instruments used to collect data
- The kinds of data collected (formal/informal/oral/written)
- Frequency of data collection
- How are students "marked" on report cards and during parent meetings

Are varying evaluation instruments or methodologies used with students who are speakers of a language other than English?

6. Based on your description, what are the implications of these data to the current thinking about teaching social studies infused with multicultural pluralism?

7. What recommendations could you provide to your cooperating teacher? Why would you make these recommendations?

B. 1. Review and critique one of the following two studies conducted by doctoral students at Fordham University. In particular, note:

   a. The theories/research used to support the work
   b. The purpose of the research
   c. The attention to individual differences
   d. The details of the instructional treatments used
   e. The instruments/methods used to collect data
   f. Findings
   g. Recommendations

2. Reflect on your responses and construct a specific social studies lesson that will test the findings (of only 1 of the studies) in a multicultural student teaching placement. Review your lesson plan with your supervisor and cooperating teacher.

3. Video tape your lesson and, with another student teacher, collect data on your verbal and non-verbal behavior relative to the following:

   - specific students called on to respond to a question
   - specific students provided positive reinforcement
   - specific students provided eye contact, a smile, an accepting gesture, an unaccepting gesture

   Analyze your data to determine the sex and ethnic identification of each child. How might you use these data in another lesson?

A Summary of the Two Studies

(Full studies in my office)

One: The work of Florence Musiello of the Ardsley School District in New York focused on research in language development (oral and written) having implications for teaching and learning in social studies. In strong support, Bullock (1975) and Britton (1970) emphasize language as a prime means by which we construct generalized representations providing us with a means to classify experiences thus reducing their complexity and facilitating learning. First, language environments, receptive and productive, were examined relative to students' oral and written behaviors and teachers' instructional modes (Britton, 1975; Barnes, 1976; Beyer, 1982; Dyson & Genishi, 1982; Stake & Easley, 1978; Applebee, 1984 and others). Next, the two environments were designed and portrayed by their distinguishing characteristics, beliefs, teaching styles, verbal and written communication, questioning, curriculum and affect (Aushel, 1968; Rosenshine, 1976; Cicchelli, 1983; Maher & Lester, 1983 and others). These environments were operational with two sixth grade suburban groups (N-63) over six months and student learning and interest in social studies were tested using a State designed criterion referenced battery and the Inventory of Affective Aspects of Schooling (IAAS).

Two: Angelo Ciardiello of Jane Addams Vocational High School in the South Bronx, New York, provided a timely research on the area of problem finding as related to 48 eleventh grade minority vocational students question generation and processes in social studies with two instructional training models and prior social studies knowledge - over 8 weeks or 40 hours of instruction. In fact, the ability to identify and formulate problems (problem finding) is an essential skill for all students, including vocational, in preparation for higher education as well as for living in an information society with its complex communication network. Since a major goal of social studies instruction is to train students to formulate higher level cognitive problems or questions (Cornbleth, 1985), Ciardiello's study tested this proposition by operationalizing two question training models, the first (investigator designated-TEACHQUEST) including cognitive modeling/direct instruction based on the work of Allison (1982) and James (1986) and the second (REQUEST) based on Manzo's model (1969) of reciprocal questioning. Further, student's prior knowledge was determined by the National Assessment of Education Progress (NAEP, 1988). Finally, student-generated questions resulting from researcher designed activities were classified using the Gallagher and Ascher system (1963) for 4 levels: 1: cognitive/memory; 2) convergent; 3) divergent thinking, evaluative thinking. Additionally, selected eight students were interviewed relative to processes of questions generation and protocol analysis was used to structure and reduce data to 12 categories (Beyer, 1988; Hunkins, 1989).

C. Identify a current problem of a multicultural nature represented in social studies. The problem may be one that is international, national, state or local.

1. Identify the people (include their roles) who are involved in the problem.
2. Describe each person's thinking about the problem.
3. Describe how the group solved or didn't solve the problem.
4. Discuss the consequences of their actions.
5. What strategies would you have used in solving the problem? Why did you use the strategy that you did?

To assist you with this assignment read:

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D. Define, design, implement and evaluate an Ideal Social Studies model. Please know that money ($$) is no object. Include in your Ideal a synthesis of knowledge from theory, research and practice. Please be as creative as possible.

SESSION TOPICS

CURRICULUM	**TEACHING**
Session 1: Define social studies in relation to the various disciplines (sociology, psychology, political science, geography).	Emphasize the "process" of social studies: social, political and economic relationships among the disciplines. Include the cause and effect relationships.
Session 2: Discuss and provide examples of how the teaching of social studies may be organized: a. chronology b. topics/issues c. concepts	Describe cognitive and affective taxonomies. Apply the "organizations" of social studies to the hierarchies included in the cognitive and affective domains. Include categories of questions (cognitive, convergent, divergent and evaluative). Emphasize question raising.
Session 3: Identify critical aspects of human relations in urban settings: a. respect for individual differences b. multicultural/pluralistic communities and societies c. gender issues	Integrate: a. values clarification, learning styles, learning rates, appropriate materials b. rationale and techniques for grouping, role playing, simulations, mock trials c. emphasize problem solving
Session 4: Discuss 8 models/ strategies used in teaching social studies: a. information processing models b. social interaction models c. personal models	Discuss uses of the models. Students will apply a model to a lesson plan that will be demonstrated in class.
Session 5: Brief background and rationale for the TABA strategies and their appropriateness to the teaching of social studies: a. concept formation b. concept attainment	Describe the specific steps included in the strategies. Apply to a sample lesson using TABA's model for curriculum development.

Session 6: Student demonstration tapes (cassette or video) on the teaching of social studies concepts.	Students will critique and evaluate each other's lessons by use of a teacher behavior data collection instrument.
Session 7: Summary and evaluation of Sessions 1-6. Discuss the role and application of social studies in the multicultural curriculum of today and in the future.	Evaluation is an ongoing process. Students will share models in class.

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Eleven

READING METHODS

Ruben Hernandez
Mercy College, Dobbs Ferry, New York

COURSE SYLLABUS

GOALS:

The goal of this course is to give preservice students an introduction to reading methods, techniques and materials which they will use in culturally diverse classroom. This includes the ability to diagnose and prescribe during a "Clinical Teaching Cycle". Students will acquire the ability to plan instruction in relation to diagnosed needs, and to understand and integrate educational, psychological, social, and linguistic factors.

Students will acquire the ability to evaluate diagnosed needs as a method of planning the direction and content of subsequent instruction. Special emphasis will be placed on the instruction of exceptional (special education) readers within the framework of the regular classroom.

A special focus of this course will enable students to acquire and apply knowledge of cultural, multi-cultural and cross-cultural dimensions found within the reader and the classroom situation. As such, many of the supplemental readings offer various views on multicultural issues. The ultimate goal is to have preservice students analyze and develop a clearer personal understanding of these issues.

REQUIRED TEXTS:

Heilman, Arthur et. al. Principles and Practices of Teaching Reading. Columbus OH: Charles Merrill Publishing Co. 1986 7th Edition.

Perez, Bertha and Ma. E. Torres-Guzman. Learning in two Worlds: An Integrated Spanish/English Biliteracy Approach. New York: Longman, 1992.

Ekwal, Eldon and James L. Shanker. Ekwal-Shanker Reading Inventory. Boston: Allyn & Bacon, 1993.

Inventario Informal de Lectura. Boston: Houghton Mifflin Co. 1993.

UNIT I: FOUNDATIONS

The student will acquire an understanding of the nature of reading including instructional, psychological, linguistic, and sociological foundations of reading instruction.

- The reading process as described including models of reading
- Psycholinguistics and sociolinguistics
- Teaching reading to young children
- The variety of reading skills and reading curriculum including: developmental, functional and recreational
- The learning process as it relates to reading including:
  - cognitive and affective dimensions of reading
  - motivation (extrinsic and intrinsic)
  - cultural and the learning process
  - transfer of learning
- Types of Reading programs including:
  - developmental
  - corrective reading, remedial
  - adapted programs for special education
  - programmed learning

ENABLING ACTIVITIES:

○ Lecture and discussion

○ Students will:
create and administer interest attitude survey;
write response log to one of the supplemental readings.

○ Readings:

Heilman "Principles..." Chapters 1-3
Perez "Learning..." Chapter 1.

- Supplemental readings (on reserve in library):

  W.H. Teals and E. Sulzby (Eds.) 1986. Emergent Literacy: Writing and Reading. Norwood, NJ: Ablex Chapters 1-3 and 7

  Lee, J. F.(1986 Winter) "Background Knowledge and L2 Reading" The Modern Language Journal 70, p. 350-353.

UNIT II: EARLY READING

The student will acquire an understanding of pre-reading skills given the culturally diverse classroom and develop the ability to assess readiness skills and teach beginning reading.

- Language and development of concept
- L1 and L2 acquisition
- Emotional and social maturity
- Factors affecting prediction
- Pre-reading screening procedures (including special education and bilingual
- Beginning reading
- Primary reading program characteristics

ENABLING ACTIVITIES:

- Lecture and discussion

- Students will:
  analyze pre-reading tests;
  write response log to one of the supplemental readings.

- Readings:

  Heilman, "Principles..." Chapters 4-6
  Perez, "Learning..." Chapters 2-3

- Supplemental Readings (on reserve in library):

  Brown, H. Douglas. 1987. Principles of Language Learning and Teaching. Englewood Cliffs, NJ: Prentice-Hall Inc. Chapters 1,2,3.

  Williams, J.D. & G.C. Snipper. 1990. Literacy and Bilingualism. New York: Longman, pp. 78-89.

UNIT III: WORD RECOGNITION

The student will acquire a knowledge of the theory and techniques for teaching word recognition skills including an understanding of phonics and linguistic terms given the culturally diverse classroom. Specific instruction on techniques for teaching reading disabled, at risk, and special education children will be discussed.

- Word identification strategies
- Word and sentence method
- Word recognition skills
- Structural analysis
- Dictionary use
- V.A.K.T.

ENABLING ACTIVITIES:

○ Lecture and discussion

○ Students to:
  analyze materials for teaching word recognition skills;
  write response log to one of the supplemental readings.

○ Readings:

Heilman, "Principles..." Chapter 9
Perez, "Learning..." Chapter 4

○ Supplemental readings (on reserve in library):

Pfaff, Carol (Ed.) 1987. First and Second Language Acquisition Processes. Cambridge: Newbury House, Chapters: 1,4,8.

Wells, Gordon (Ed.) Language and Learning: An Interactional Perspective. London: Falmer Press, Chapter 5.

UNIT IV: COMPREHENSION

The student will acquire a knowledge of the theory and abilities needed to teach comprehension skills given the nature of the culturally diverse classroom. Special emphasis will be made of techniques for reading disabled, at risk, and special education children.

- Pre-requisite skills to comprehension
- Cognitive, affective, experiential factors
- Taxonomies of comprehension skills
- Levels of comprehension: litera/interpretive/critical
- Comprehension questions
- Meaning vocabulary
- Cloze procedure (pure and adapted) for evaluation and instruction
- Teacher-made questions
- Listening comprehension

ENABLING ACTIVITIES:

○ Lecture and discussion

○ Students will:
analyze instructive models and materials for comprehension,
including Comprehension Through Active Processing: A Set of Interactive Models (N.Y.S. Education Department);
develop teacher-made questions for comprehension;
write response log to one supplemental readings.

○ Readings:

Heilman, "Principles..." Chapter 8
Perez, "Learning..." Chapters 5-6

○ Supplemental readings (on reserve in library):

Glazer, Susan M. et al. (Eds.) Reexamining Reading Diagnosis: New Trends and Procedures. 1988. Newark, Delaware: International Reading Association, Chapters 5 and 6.

UNIT V: STUDY SKILLS

The student will acquire knowledge of the theory and skills needed to teach study skills and other essential aspects of a developmental program. Special emphasis will be placed on at risk and special education children in a mainstream classroom setting.

- Definition of reading study skills
- Subject and content-area reading
- Interpreting maps, globes, graphs, charts
- Extending language for critical reading ability
- Understanding readability and applying readability procedure

ENABLING ACTIVITIES:

○ Lecture and discussion

○ Student will:
create and demonstrate lesson to develop study skill(s);
apply Fry's Readability Procedure;
write response log to one of the supplemental readings.

○ Readings:

Heilman "Principles..." Chapter 9
Perez, "Learning..." Chapter 6

○ Supplemental readings (on reserve in library):

Zakaluk, Beverley and S. J. Samuels (Eds.) 1988. Readability: Its Past, Present, and Future. Newark, Delaware: International reading Association, Chapters 1-7.

UNIT VI: DIAGNOSIS

The student will acquire a knowledge of diagnostic and evaluative techniques used in reading instruction of a culturally diverse classroom. Special emphasis will be on assessment material and criteria for special education and at risk children in a mainstream setting.

- Affect of cultural diversity on administration and interpretation of reading tests.
- Administration and interpretation of standardized reading tests in group and individual settings
- Use of Inventories
- Cloze test
- Miscue analysis
- Teacher-made tests
- Informal Reading Inventory: administration and interpretation
- Levels of reading: independent, instructional, frustration, and listening capacity
- Identifying patterns of deviation for diagnosis

ENABLING ACTIVITIES:

- Lecture and discussion

- Student will:
  analyze and interpret standardized reading tests;
  administer and interpret Shanker-Ekwal Reading Inventory;.
  administer and interpret Inventario Informal de Lectura, (Spanish language IRI);.
  write response log to one of the supplemental readings.

- Readings:

  Heilman, "Principles..." Chapter 10
  Perez, "Learning..." Chapter 7

- Supplemental readings (on reserve in library):

  Miller-Jones, Dalton. 1989. "Cultural and Testing." American Psychologist, Vol. 44 No. 2, pp. 360-366.

  Garcia, G.E. 1991. "Factors Influencing the English Reading Test Performance of Spanish-Speaking Hispanic Students." Reading Research Quarterly, 26 (4) pp. 371-392.

  Glazer, Susan M. et al. (Eds.) Reexamining Reading Diagnosis: New Trends and Procedures. Newark, DE.: International Reading Association, Chapters 1-4, 9.

UNIT VIII: INSTRUCTIONAL PLANNING AND ORGANIZATION FOR SPECIAL EDUCATION AND THE BILINGUAL CHILD

The student will acquire knowledge of how to teach reading to children identified as having particular developmental, linguistic, corrective needs in a mainstreamed classroom setting.

- Exceptional children
    - Intellectually gifted
    - Neurologically handicapped
    - Perceptual problems
    - Emotional problems: hyperactivity, distractibility
    - Learning disabilities
    - PL 94-142
    - IEP
- Remedial and corrective reading program
    - ESEA Title 1
    - Errors from reversals, substitutions, omissions, repetitions
    - Improving study skills
- Cultural and linguistic differences
    - L1 and L2 acquisition
    - Interlanguage
    - Bilingual readers
    - ESL programs
        - Immersion
        - Transitional and
        - Maintenance
- Specialized material, techniques, programs and evaluation
    - Biliteracy
    - Interactive approaches
    - Child-centered programs
    - Thematic units
    - Programs for at risk children
        - Reading recovery
        - Monroe method
        - Gillingham-Stillman method
        - Fernald technique
    - Holistic assessment techniques
    - Portfolios
    - Response journals

ENABLING ACTIVITIES

- Lecture and discussion

- Student will:
    write response log to one supplemental reading;
    analyze materials for Bilingual/ESL, Special education and corrective remedial;
    prepare and demonstrate reading lesson whose focus is on the L2 learner or a special education child.

- Readings:

    Heilman, "Principles..." Chapter 11

- Supplemental readings (on reserve in library):

    Ching, Doris 1976. Reading and the Bilingual Child. Newark, DE: IRA

    Tierney, Robert J. et al. 1990. Reading Strategies and Practices: A Compendium. Boston: Allyn & Bacon, Unit 11.

    Turnbull, A.P. & J.B. Schultz 1979. Mainstreaming Handicapped students: A Guide for the Classroom Teacher. Boston: Allyn and Bacon, Chapters 1-5.

UNIT IX: CURRENT INSTRUCTIONAL APPLICATIONS

The student will acquire a knowledge of the curriculum, approaches materials and instructional techniques currently being used in culturally diverse primary, intermediate and secondary grades. Specific emphasis is placed on special education, at risk and developmental programs as they relate to the mainstream classroom.

- Approaches to reading
    - Linguistic
    - Programmed
    - Intensive phonics
    - Comprehensive Basal
    - Individualized
    - Literature based
    - Multi-sensory, audio-visual
    - Special programs for at risk and special education children

Computers

- Reading Curriculum
    - Scope and sequence charts
    - Lesson organization
    - Content-area reading

ENABLING ACTIVITIES:

- Lecture and discussion

- Student will:
    - analyze instruction materials;
    - analyze computer software of reading skills;
    - prepare and demonstrate a directed reading activity.

- Readings:

    Heilman, "Principles..." Chapters 13, 14

    Perez, "Learning..." Chapter 8

- Supplemental readings (on reserve in library):

    Garcia, Ricardo L. 1991. Teaching in a Pluralistic Society: Concepts, Models, Strategies. New York: HarperCollins, Unit-2.

    Maddux, Cleborne D. et al. 1992. Educational Computing: Learning With Tomorrow's Technologies. Boston: Allyn & Bacon, Chapters 1-3, 9-11, 13, 14.

    Meltzer, Lynn and Bethany Solomon. 1988. Educational Prescriptions for the Classroom: for students with Learning Problems. Cambridge MA: Educators Publishing Inc. Unit 1,2,3.

    Salinger, Terry. 1988. Language Arts and Literacy: For Young Children. Columbus OH: Merrill Publishing Co. Chapters 4,11,12,13,14.

COURSE ASSESSMENT

Midterm examination (short answer and essay)	20%
Final examination (short answer and essay)	20%
Student activities and demonstrations	20%
Response logs (8 total)	20%
Class participation (discussions)	20%

Midterm and final examinations are based on the content covered in class and in required textbooks.

Assessment of student activities and demonstrations is based on relevancy to topic and the focus of cultural diversity, originality of activity and practical applicability.

Assessment of response logs is based on critical reaction and interpretation of cultural diversity issues, practical applicability and discussion.

Class participation is based on critical, meaningful, and practical contributions to class discussions.

SUPPLEMENTAL READINGS

Brown, H. Douglas. 1987. Principles of Language Learning and Teaching. Englewood Cliffs, N.J: Prentice-Hall Inc.

Ching, Doris. 1976. Reading and the Bilingual Child. Newark DE: IRA

Durkin, Doris. 1990. Matching Classroom Instruction with Reading Abilities: An unmet need. (Tech. Rep. No. 499). Center for the study of Reading.

Garcia, G.E. 1991. "Factors Influencing the English Reading Test Performance of Spanish-Speaking Hispanic Students." Reading Research Quarterly, 26 (4)

Garcia, Ricardo L. 1991. Teaching in a pluralistic Society: Concepts, Models, Strategies. New York: Harper Collins

Glazer, Susan M. et al. (Eds.) Reexamining Reading Diagnosis: New Trends and Procedures. 1988. Newark, Delaware: International Reading Association

Lee, J.F. (1986 Winter). "Background Knowledge and L2 Reading" The Modern Language Journal 70, 350-353

Maddux, Cleborne D. et al. 1992. Educational Computing: Learning With Tomorrow's Technologies. Boston: Allyn & Bacon

Meltzer, Lynn and Bethany Solomon. 1988. Educational Prescription for the Classroom: for Students with Learning Problems. Cambridge MA: Educators Publishing Service Inc.

Miller-Jones, Dalton. 1989. "Culture and Testing." American Psychologist, Vol. 44 No. 2

Pfaff, Carol (Ed.) 1987. First and Second Language Acquisition Processes. Cambridge: Newbury House

Salinger, Terry. 1988. Language Arts and Literacy: For Young Children. Columbus OH: Merrill Publishing Co.

Teale, W.H. and E. Sulzby (Eds.) 1986. Emergent Literacy: Writing and Reading. Norwood, NJ: Ablex

Tierney, Robert J. et al. 1990. Reading Strategies and Practices: A Compendium. Boston: Allyn & Bacon

Wells, Gordon (Ed.) 1985. Language and Learning: An Interactional Perspective. London: Falmer Press

Williams, J.D. & G.C. Snipper. 1990. Literacy and Bilingualism. New York: Longman

Zakaluk, Beverley and S.J. Samuels (Eds.) 1988. Readability: Its Past, Present and Future. Newark, Delaware: International Reading Association.

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Twelve

METHODS AND MATERIALS OF THE SOCIAL STUDIES CURRICULUM

Mary Hughes, O.P.
Iona College, New Rochelle, New York

INTRODUCTION

This course is taught for preservice teachers at the undergraduate level. The course is a requirement for students who are elementary education majors and an option for students who are enrolled in the certification program. Embedded in this course is the assessment of student writing and critical thinking skills.

Validation of such skills is a graduation requirement at Iona. When students enter the course they are given a questionnaire which asks them to articulate their strengths and weaknesses in social studies. A majority of students report poor experiences with social studies instruction while they were in elementary and/or high school. Daily reading of a newspaper is not widespread. Most students self-report being unable to work with map and globe skills. Many indicate they are in the course because it is a requirement. Some report they took it because it is one of their weakest areas and they want to do something about that. A small number take the course because they love the subject.

Given the initial deficit level of the students, the challenges of revising course syllabi to infuse a multicultural perspective are many. The course was typical of many college courses in that it already had a full curriculum. Additional content creates the danger of overwhelming students who have a fragile self concept with regard to their ability to handle social studies. It is a competency based course and some of the affective measures concerning multicultural issues are difficult to assess. In addition, many of us are not sure we have the ability to do an effective job teaching from a multicultural perspective and so it can become easy to put off course revision while we continue to build our own knowledge base, never really certain when that base is sufficient.

This course syllabus has been revised annually. Currently there are several assignments required of students. It has been suggested that it might be better to require students to do one assignment in greater depth rather than the several briefer assignments. Both approaches have been utilized in this course. The students themselves requested the separate assignments. This allowed them to build on the feedback which was given.

When the student is a strong student, perhaps one who has had more extensive experience in developing sequential lessons, the in depth assignment is a viable option and some readers may want to make this change if adopting any aspect of this syllabus as their own. However, weaker or less experienced students tend to repeat their mistakes throughout the lengthier assignment. Practicing inadequate or incorrect approaches can make it ultimately more difficult for the student to do think and write differently. In addition students indicated it was easier to accept and act upon the criticisms offered when the assignment was not weighted as heavily as an in depth assignment would be.

Students who take this course are provided with an extensive bibliography of materials useful to them in fulfilling course requirements. All of the materials on the bibliography are contained in the college library. Bibliographies are best developed within each college or university so student access to the materials can be assured. For this reason, the bibliography is not included in this chapter.

An exit questionnaire is administered at the end of the course to ascertain whether or not students report any change of attitude or change in perception of their own competence. Almost all student responses are favorable. Student teacher supervisors report that students use the materials developed within the course during their internship experiences. During the spring semester, when this revised course was taught, students began to come in with newspaper articles and fliers concerning multicultural events they were planning to attend. This was an unanticipated but welcome sign of the success of the course revision effort.

COURSE SYLLABUS

Course Overview

This course is designed to give prospective teachers the ability to develop and teach from an inter-disciplinary social science unit. Emphasis will be placed upon helping students develop an awareness and an appreciation of the multicultural dimensions of contemporary society.

Course Objectives

Through class activities, tests and course requirements students will demonstrate their ability to do the following:

1. Identify at least four rationales for the teaching of social studies and evaluate the underlying thinking of each.
2. Trace the development of social studies from the eight social science disciplines.
3. Create developmentally appropriate cognitive, affective, and psychomotor objectives for social science lessons.
4. Outline the learning and developmental theories of three major psychologists and use this as a reference for lesson development.
5. Explain the differences between teaching facts, skills, concepts and generalizations and create lessons which develop each.
6. Develop questions which enable children to think on a variety of cognitive levels.
7. Identify the specific learning needs of special children and create lessons which incorporate provisions for their needs.
8. Develop a teaching unit which will effectively instruct children in the use and interpretation of maps and globes.
9. Develop teaching materials designed to heighten student awareness of the contributions of other cultures.
10. Develop an inter-disciplinary social studies unit on the theme of ethnic pride.
11. Develop lessons which will engage students in creative activities.
12. Outline Kohlberg's model of moral development and develop lessons which lead to the development of values.
13. Incorporate the use of instructional media in social studies lessons.
14. Identify appropriate guidelines for engaging students in group work and to develop at least one lesson which incorporates plans for group work.
15. Identify at least five specific strategies for the teaching of social studies and to develop lessons which incorporate each of them.
16. Discuss a variety of ways to evaluate student learning and to construct a unit test.
17. Analyze and evaluate tests, student textbooks and teaching materials in order to ascertain racial, cultural, or gender bias.
18. Identify ways in which meaningful parental involvement can occur in social studies classrooms.

Course Methodology

This course will be taught through lecture, class discussion, the use of AV material and cooperative learning activities. There will be a significant amount of writing in this course because it is a skills validation course.

I. Textbooks (required)

Michaelis, John. Social Studies for Children. 10th ed. Needham Heights, MA: Allyn & Bacon, 1992.

Baruth, Leroy and M. Lee Manning. Multicultural Education of Children and Adolescents. Needham Heights, MA: Allyn & Bacon, 1992.

Students will be expected to read a daily newspaper, preferably the *New York Times*, throughout this course.

II. Assignments and Requirements

A. Attendance at classes will be important to developing a thorough understanding of course content. (See college catalogue for attendance regulations)

B. Class participation - Students will be expected to question, comment and contribute to the development of the course.

C. Related textbook readings will be assigned prior to class sessions.

D. There will be two quizzes and each will be announced. Each quiz will represent 10% of the final grade.

Mid-Term Exam on ___________ , during regular class time.
This exam will represent 15% of the final grade.

Final Exam - To be announced
This exam will represent 20% of the final grade.

E. Developing an awareness and an appreciation of the multicultural dimensions of contemporary society is a theme which is woven throughout this course. Consequently, multicultural awareness is a theme which permeates each of the course requirements. In order to provide students with a deeper knowledge of a variety of cultures, a jig-saw approach will be utilized.

During the first week of the course a list of countries will be posted in the classroom. Students are to sign for a single country. There will be no more than ten students in any group. The culture of this country will be your singular focus throughout the course. It will be the job of you and your group to develop a thorough understanding of this culture and to share what you are learning with your peers in this class. It is the expectation of this instructor that you will utilize this culture in all of your written assignments and progressively deepen your expertise in this particular area.

F. Students will develop three mini-units in social studies throughout the course of the semester. Whenever possible, these units will be interdisciplinary in nature and will focus on developing generalizations related to the topic. During the course of the mini-units, all of the following must be included:

a. Four areas of language skills
b. Taba's steps in concept development
c. Learning activities
d. Study guide
e. Graphs, Charts, Maps
f. Research Project - Use of the library, study skills
g. Whole language

Each mini-unit must be arranged to include the following components:
a. a title page
b. a rationale (Why are you teaching this material?)
c. a content overview (What specifically are you teaching and to whom?)
d. a list of objectives (Check back on these to look at the levels of thinking you have developed. Do you need to aim higher?)
e. the lessons themselves (Include any materials which you plan to use with the children. If you plan to use charts or bulletin boards, please include a sketch.)
f. a list of the resources which you would use and/or have available during the teaching of this material.
g. a plan for assessing student grasp of this learning. This may include a test, evaluation of student projects or writing, or any combination of items which might begin to develop a portfolio of student work in social studies.

These mini-units will be developed around the following topics:

1. An Important Historical Figure/Holiday

Suggestions: Columbus, Veterans Day, Martin Luther King, Lincoln, Washington, or a person or holiday which is prominent in the culture which you are investigating this semester.

This mini-unit must contain at least three lesson plans.

Due:____________ - 10%

2. Map and Globe Skills

This mini-unit must contain at least four lesson plans.

See if you can practice the skills you are developing on a map of the country whose culture you are investigating this semester.

Due:_____________ -10%

3. Ethnic Pride

Using the culture you have been investigating, develop a mini- unit designed to build a sense of ethnic pride. Your challenge will be to offer students who do not share that culture an experience of it through the literature and the instructional activities which you plan. This is your place to utilize the full range of strategies which have been taught in this course to lead students to understand and appreciate the concepts and generalizations associated with culture in general and this culture in particular.
This mini-unit must include at least five lesson plans.

Due:_____________ -15%

G. Each student group involved in the investigation of a culture will develop a learning center on this culture. Students in each group will be responsible for the following:

a. Setting up this learning center in the classroom. This must be done on or before_______________- 10%. The learning center must appear exactly as you would want it to appear in your elementary classroom.

b. There must be one learning activity in the center per members of the group. These materials must be ready for student use.

c. The group must have compiled a thorough list of teacher and student resources available on their culture. Such a list might include teacher references, student information and fiction books, folklore and poetry, AV materials, museum exhibits available, embassy addresses, etc. These entries should be annotated. That is, each entry should be accompanied by a brief description of the resource as well as some critique as to its value relative to the learning center as a whole. Each group should submit a disc which includes the entire reference list of the group formatted in Word Perfect. These discs will be printed so that each student will receive a booklet of the references available for each of the cultures. All discs will be returned.

Assessment Procedures

The weight of each assignment and test is indicated next to the assignment in the syllabus. Both the tests and the assignments are/will be designed to assess student ability to successfully master the objectives set forth for this course. The written assignments will be examined with regard to the following: ability to develop logical, sequential lesson plans, quality of questioning, use of resources, creativity, the growing ability to utilize new strategies, the systematic inclusion of the items mentioned under section II F, the ability to adopt a multicultural perspective, and sensitivity to language issues in multicultural education.

Policy on Lateness

This course is part of your professional preparation as a teacher. Being able to meet responsibilities on time is one of the marks of a professional person. Consequently, late materials will carry a penalty. For each week that an assignment is late, the grade will be dropped an entire grade from that which would have been its original grade. After three weeks the material can no longer be submitted and the student will receive a grade of F for that assignment. Early submission of work is always appreciated.

Mary Hughes, O.P., Ed.D., Teachers College/Columbia, is an Assistant Professor of Education at Iona College and the current chairperson of the department. Her professional career began as an elementary school teacher. She was appointed to the position of assistant principal in 1975 and to the position of principal in 1978. After completing her doctoral degree, she worked as a consultant on gifted education to the Diocese of Brooklyn. While serving in that position she worked with parents and educators to develop a full time middle school program for academically talented students -- The Genesis Program. Prior to coming to Iona in 1987 she had spent two years teaching in the Education Department of St. Francis College in Brooklyn. Dr. Hughes is a member of the Sisters of St. Dominic, Amityville. Her interest in multicultual issues began when she worked with diverse student populations in Brooklyn schools. Teaching the social studies methods course at Iona and preparing pre-service teachers to respond to the needs of all children kept this interest fueled. Dr. Hughes has received several grants which have assisted her own scholarship. Through the Westchester Coalition for International Studies she was able to study the socialization, schooling and culture of Japan. A Fulbright Hays Award enabled her to live and study in the Dominican Republic. As an outgrowth of that experience, she led teachers and social workers to develop a supplemental multicultural curriculum for special education students. The Westchester Teacher Education Group funded that research effort.

Thirteen

LEARNING PROGRAMS FOR YOUNG CHILDREN & PRACTICUM

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INTRODUCTION

Learning Programs for Young Children is a second semester freshman course. Ideally, within our program early childhood education (E.C.E.) majors should have completed a foundations of early childhood education course and General Psychology I before enrolling in this course. But, these are not prerequisites so for some students this is their first E.C.E. course.

This course is based upon, but not affiliated with, the thirteen functional areas of the Child Development Associate (CDA) professional training model. The practicum pairs students with an early childhood education practitioner in either day care, nursery school, public and private pre-K, or Head Start. The practicum is designed to help students identify and assess competent educational practice within culturally diverse educational settings.

Addressing social responsibility

Early childhood educators stimulate and nurture the development of a myriad of preacademic and social skills within their young students. Along with the development of information gathering and management skills, educators serve as agents of socialization. Therefore, teacher educators are concerned with both the academic preparation and social perspective of preservice teachers. Teacher educators frequently find themselves faced with compassionate, well intended students whose practice is paradoxically guided by ethnocentric rationale. Therefore, teacher educators are faced with helping students develop their own ethnorelative styles before positioning them to serve as positive models for young learners. This is an extensive task for which teacher education programs are answerable.

The work of Jan and Milton Bennett provides a valuable resource in this task. They have posed "A Developmental Model of Intercultural Sensitivity" which includes recommended activities that assist us in moving our preservice teachers from an ethnocentric to an ethnorelative world view. Copies of publications on this topic can be requested through The Intercultural Communication Institute, 8835 SW Canyon Lane, Suite 238, Portland, Oregon 97225.

Student population

The typical E.C.E. student population in this course reflects the wider population of the Iona College associate degree student body. Many of our students find themselves high school graduates who are under-prepared for the rigors of baccalaureate degree study, others have made individual or family-centered decisions to pursue only an associates degree and desire a focus on career preparation, still others choose the associates program because of the assistance offered the documented learning-different student through the College Assistance Program (CAP). During the project year, 1992-1993, the freshman class (Day Division) included 6 (or 20 percent) CAP students.

The author wishes to recognize the support of her colleague, Andrea Lofman. Ms. Lofman was a faithful and insightful chronicler of the diversity discussions among students. Thanks are extended to the students enrolled in ECE 105 during the Spring 1993 semester for their willingness to share their introspection as they worked to develop a wider world view.

Readers who would like to comment or correspond on techniques for infusing diversity into the functional areas of CDA, are invited to write or phone the author whose address is listed in the appendix.

COURSE SYLLABUS

Course description

This course will probe the content and effectiveness of established Early Childhood learning models. Students will examine the elements and dynamics of various learning programs through classroom and practicum activities. Emphasis will be placed upon analyzing and responding within culturally diverse educational settings.

Course objectives

This course has been designed to:

- provide a systematic examination of the elements of an effective early childhood educational setting as envisioned by the National Association for Early Childhood Professional Recognition (CDA), a nationwide early childhood credentialing body;

- promote student awareness of the human diversity that surrounds them and their individual potential to contribute to the celebration of that diversity;

- use CDA'S functional areas as a framework for examining issues of cultural diversity;

- develop child and family advocacy skills in preservice teachers ;

- provide opportunities for students to further develop the skills necessary to college level reading, writing, comprehension, and critical thinking.

Students will:

- identify, describe and evaluate the practices of your practicum site which meet the goals of each functional area under study

- self-select 5 of the 13 functional areas under study as your areas of special interest; then, develop professional activities which fulfill the goals of these functional areas while addressing individual and cultural appropriateness;

- collaborate with your classmates and practicum colleagues to locate and disseminate information from local, state, and national sources on diversity and developmentally appropriate practice;

- locate, read and summarize a body of children's books that raise issues of human diversity in developmentally appropriate ways.

Required texts and materials:

Skills for Preschool Teachers (4th edition) written Janice Beaty published by Merrill 1992, available in our bookstore

NAEYC Position Statement on Developmentally Appropriate Practice written by Sue Bredekamp published by N.A.E.Y.C. 1986, available in our bookstore

You will have additional reading assignments. These articles will be made available to you during the semester as handouts and through Library Reserve.

A three ring binder to organize your Practicum Portfolio entries and Diversity Focus sheets.

Reading Schedule & Weekly Topics:

The reading assignments should be completed before the first class session each week as preparation for lecture/activity. Each weekly assignment follows this format:

BY THE WEEK OF...
HAVE CHAPTER(s)/HANDOUT(s)* READ
WEEKLY TOPIC(S)

January 25
Handouts: "Body Ritual among the Nacerima" and "Ethnocentrism Revisited"
Contemporary preschool population demographics

February 1
Beaty: Chapter 1 and Handout: "The New New York" Classroom Safety and the Individual and awareness of cultural diversity

February 8
Beaty: Chapter 2 and Handout: "Multicultural education: Characteristics and goals" and "Authentic Multicultural Activities"
Healthy classroom and Multicultural teaching techniques

February 15
Beaty: Chapter 3 and Handout: "Understanding Bilingual/Bicultural Children"
Learning environment and Taking a diversity inventory

February 22
Beaty: Chapter 4
Physical skills

March 2
Beaty: Chapter 5 and Handout: "Making sense of styles"
Cognitive skills

March 9
Beaty: Chapter 6
Communication skills

March 16 SPRING BREAK

March 23
Beaty: Chapter 7
Creative skills

March 30
Beaty: Chapter 8 and Handout: "Multicultural learning through children's literature"
Self-concept

April 6
Beaty: Chapter 9
Social skills

April 13
Beaty: Chapter 10
Guidance

April 20
Beaty: Chapter 11
Family involvement

April 27
Beaty: Chapter 12
Program Management

May 4
Beaty: Chapter 13
Professionalism

May 11
WRAP-UP

*other hand-outs and/or reserved readings may be assigned during the semester

Evaluation:
Evaluation is based upon the quality of your work. You are expected to complete all assignments.

Assignment: 26 entry Practicum Portfolio (2 entries per functional area)
Date due: to be determined
% of Final grade: 40

Assignment: 5 Diversity Focus Sheets
Date due: 1 sheet at the last class session each month
% of Final grade: 40

Assignment: 10 entry Annotated Bibliography of Multicultural (Non)Fiction Children's Literature texts (Entries should include full bibliographic citation and a brief, no more than 2 paragraph, summary of the text)

Date due: March 12
% of Final grade: 10

Assignment: Participation*
Date due: on-going
% of Final grade: 10

*Participation includes a variety of in-class activities and contributions to our resource bulletin board.

Additional Notes:

Attendance is recorded at each class session and it is expected that students will strive for perfect, on-time attendance. Even necessary absences mean that you will miss class material, in addition to the possibility of class activities, and could cause failure or lower your final grade. Absence and tardiness will result in loss of "Participation" credit.

I encourage you to asses your progress every few weeks. If you find that you have any questions or concerns about any aspect of this course, discus them with me. If you would like to speak to me beyond school hours, I can be reached at (914) 949-6139 between 9:00 a.m. and 9:00 p.m.

Portfolio Entry Form
Learning Programs for Young Children

Name________________________ Entry ____ of 26

Functional Area: ____________________

As we complete our examination of each **functional area** you should begin to develop your portfolio entry for that area. Begin by reviewing our text and lecture material then reflect upon the ways in which the activities/practices at your practicum site fulfill the goals of that functional area.

Your entry must provide three pieces of information; 1) **a detailed description of the activity/center practice**; 2) **the age group participating in this activity** (this may be the same for all your entries); 3) **your rationale** on the individual, cultural and developmental appropriateness of this activity/practice.

YOU MAY PHOTOCOPY THIS SHEET TO USE FOR YOUR ENTRIES OR COPY FORMAT INTO WORDPROCESSING

Diversity Focus Sheet
Learning Programs for Young Children

Name______________________________ Sheet ____ of 5

Selected Functional Area: ________________________

Briefly describe your diversity focus. Then present your findings. (use additional sheets if necessary)

Tips, contact numbers and names, references : include here any information you feel would be helpful to your colleagues when they want to investigate this topic.

Attachments: affix any printed material, bibliographic information, a-v references, etc. that you have located which would be useful when your colleagues investigate this topic or present material to children and families.

YOU MAY PHOTOCOPY THIS SHEET TO USE FOR YOUR ENTRIES OR COPY FORMAT INTO WORDPROCESSING

Learning Programs for Young Children

Here are some suggested **Diversity Focus Sheet** projects. They are divided by functional areas. You are **required to complete 5 different** Diversity Focus projects (see Due Date under Evaluation in the course syllabus). I encourage you to develop additional project ideas. But, any new projects or changes in the suggested projects must be discussed with the course instructor before you begin. **Note**: we'll discuss these in greater detail during our class sessions.

When contacting members of the community remember your telephone manners and interpersonal skills. You are asking people to share their information with you, organizing your thoughts and displaying courtesy will be assets to your information gathering.

Functional Area and Basic Project description

Healthy - Many congenital (hereditary) illnesses are tied to ethnicity. Select one illness from those presented in class and research its ethnic link and pathology. The March of Dimes and The Will Rogers Institute both located in White Plains,N.Y. are excellent places to begin your research. Also, review the Rachel Spector text (see Bibliography).

OR

Consult Albyn and Webb's cookbook text (see Bibliography) and develop a small group learning activity representative of one of the culture groups in your class. Your lesson plan should be complete and include objectives, materials list and procedures. Also, identify one children's literature text you would use in a follow up activity to complement your cooking activity.

Learning Environment - Take a materials inventory of your Practicum site's "dramatic play" or "library corner", be as specific as possible. Now compare that materials inventory to the population diversity inventory you've taken of your Practicum site population. Identify the strengths you find and any areas where you think materials do not meet needs. Finally, using the multicultural catalogues provided generate a "Wish List" of materials so that the diversity of your classroom is reflected in the materials.

Physical Skills - Using the Diversity inventory you have taken at your Practicum site, the materials catalogue, and Creative Movement sources placed on Library reserve, develop a list of songs and creative movement activities (or dramatic play activities) that reflect the cultural diversity of your classroom population. Describe at least five activities including songs and provide prop lists, if appropriate.

OR

Using Barbara Hatcher's article on "Group Games for Global Awareness" (see Bibliography) **develop three physical activities**. Develop one activity suitable for individual, small group, and large group play and developmentally appropriate for four year olds. Be certain to include a description of the activity and any materials needed.

Cognitive Skills - Consult a reference source and **locate a professional organization dedicated to the learning of a particular student population** such as physically handicapped, At-Risk, or perhaps children of a specific ethnic group. Contact that organization ask how you could locate a copy of their Mission statement then summarize and discuss their specific goals.

OR

Review their publications catalogue (organizations usually send these free of charge), select one source on cognitive development and summarize its contents

OR

Summarize their general organizational interests based upon catalogue offerings.

Self - You can extend your annotated bibliography. Locate (and identify) at least two library reference sources that guide you to multicultural literature appropriate for the preschool child. Develop an additional ten item annotated bibliography.

Family Involvement - Presume that most of the children attending your early childhood program come from two-parent working families or single-parent working families. Presume also that you have a bilingual population and that only half of your parents speak English [you select the other language(s)]. Because of your work schedule you rarely see your parents so you frequently communicate with them via newsletter.

Write a one page newsletter which tells parents about a class activity they could extend at home and announces an upcoming walking class trip, (ask for parent chaperons). Write this newsletter first in English **then translate** it (or have it translated) into the other language you have selected. **The purpose of this Diversity focus** is to select appropriate activities to share with parents, challenge yourself to write an effective letter to parents, then find a way to translate this communication so that all parents can be included. Your Diversity Focus Sheet should include information about how you were able to locate translation services.

OR

Using Susan Perry's article on "Activities for Exploring Cultural Diversity" (see Bibliography) **develop a one page family activity sheet that could be sent home to parents**. Your activity sheet should include a description of your goal (positive family experiences with cultural diversity), several suggested activities, and several readily available reference sources for parents so that they can learn more about **exploring cultural diversity** as a family.

Professionalism - Professional organizations are sometimes started to meet the needs of professionals from a specific ethnic/racial group. Using a library resource guide, locate any ethnic/racially formed group, contact them and ask them to send you information about membership and member services. On your Diversity Focus sheet summarize the group's stated purpose and their membership services.

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Children's Literature

The number of quality children's fiction and nonfiction tradebooks has risen steadily. Therefore, providing you with an extensive list is impractical. During the semester I will share many suitable books with you. You may refer to the following guidebook for a list of multicultural publications: Our Family, Our Friends, Our World: An Annotated Guide to Significant Multicultural Books for Children and Teenagers, by Lyn Miler-Lachmann, published by R.R. Bowker (New Providence, N.J.), 1992.

Additional Sources:

The Council on Interracial Books for Children, Inc., 1841 Broadway, New York, NY 10023.

Intercultural Press, 16 U.S. Route 1, P.O. Box 700, Yarmouth, ME 04096.

The Human Relations Area Files, New Haven, CT

---- if you find Culturegrams a valuable source, the Human Relations Area Files offers more extensive information on world cultures. Larger regional research libraries may house the entire HRAF collection, ask for a list of libraries in your area.

Virginia A. Salamone, ABD, Fordham University, serves as the Director of the Associate in Arts degree program in Early Childhood Education at Iona College in New Rochelle, New York. She is currently completing her doctoral degree at Fordham University in Language, Literacy, and Learning. Ms. Salamone has worked with children and preservice teachers in the United States and Nigeria. She has sustained a long-term interest in the dynamics of preservice teaching, particularly the ways in which preservice teachers affect their young student's perceptions of school culture. Her research interests also embrace issues in the development of cultural identity. Her publications include: "Erikson in Nigeria: Exploring the universality of the theory of psychosocial development" with Frank Salamone, 1993, Anthropos, 88, 87-98; "Games in Nigeria: A consideration of the "uses of play" with Frank Salamone, 1991; Play and Culture 4(2), 129-139); "Kirki: a developmental perspective on Hausa ethos" in Art and Culture in Nigeria and the Diaspora, 1991; Studies in Third World Societies; and "Student teachers and change" 1982, Anthropology and Education, 13(1), 61-72). Since 1989, Ms. Salamone has also served as a council representative for the Council for Early Childhood Professional Recognition's Child Development Associate (C.D.A.) program.

Other/Specialized Courses

Fourteen

SOCIAL WELFARE AS A SOCIAL INSTITUTION

Marguerite M. Coke
College of New Rochelle, New Rochelle, New York

INTRODUCTION

The Fall of 1993 will mark the third time that I have taught SOW - 011 Social Welfare as a Social Institution, and over the past two years the course has evolved in several significant directions while continuing to focus on the core theme of the meaning of social welfare the United States and other western industrialized societies. This course is appropriate not only for undergraduate social work students, but also for education students. There is a clear benefit to both groups to becoming familiar with social welfare policy.

In addition to updating the course bibliography to reflect the most recent reading in the social welfare area, the course has evolved in two significant directions. I have attempted to increase the involvement of students in the discussion of social welfare issues by including a greater number of role playing exercises and case studies. I have found that this learning experience greatly facilitates student's understanding of social welfare institutional issues. The students are assigned the task of playing an individual who has a philosophy and position on the issues that differ from their own views. The case studies are assigned that reflect situations that various groups encounter in service situations. For example, a student who believes strongly in public social welfare programs may benefit by being asked to play the role of a lobbyist for a conservative organization seeking to reduce taxation and government spending.

In the current revision of the course, role playing and case study exercises will be used in almost every class and students will be asked to come to each class prepared to examine a case study or to play one of several different roles. With respect to content, the course has been modified to place greater emphasis on multi-cultural aspects of social welfare. Special emphasis has been place on the manner in which shifting demographic patterns influence the relative need for different types of social welfare programs, and the implications of multicultural factors for service delivery. An effort has been made to increase students' awareness of multicultural issues by including relevant role exercises and case studies.

COURSE SYLLABUS

Course Description

This course examines the meaning of social welfare and its place in the contemporary United States and other Western industrialized societies. Social Welfare is defined and distinguished from social work. The link between social welfare and values supporting efforts to help others is explored and developed historically. Ways in which social welfare programs are organized and structured are presented, along with examples of major social welfare programs. Formal and informal, as well as public and private social welfare efforts are studied. Social welfare professions are briefly reviewed. Consistent with the fundamental commitment of the profession of social work to social justice for all people, this course pays special attention to how institutional structures interfere with efforts to meet their needs by people of color, people of different ages, women, the poor, gay and lesbian people and those with physical or mental limitations.

Prerequisites

This course is usually taken in the first semester of the Junior Year, when students also take SOW 015. Students should have had introductory courses in sociology and psychology before taking this course.

Course Objectives

Upon successful completion of this course, students should be able to:

1. Define social welfare and distinguish between it and the profession of social work, identifying the values underlying each.

2. Identify at least three major themes in the development of social welfare in Western industrialized societies and trace their historical development and their current form.

3. Describe how biological, psychological, and social cultural factors create the need for social welfare.

4. Define poverty and utilize research data to describe its effects on life chances and life styles of diverse groups, including women, people of color, the elderly, and those with physical or mental limitations.

5. Define and distinguish between social insurance, grant programs, and in-kind programs, identifying the values that underlie each approach to providing social welfare services and utilizing research to give examples of each type of program.

6. Define and distinguish between public and private social welfare programs, and between non-profit and for-profit programs, utilizing research to given examples of each type of program.

7. Define and distinguish between formal and informal social welfare programs.

8. Utilize basic research skills to list at least five major public social welfare programs and summarize who they serve and the resources they provide, with special attention to the needs of people of color and women.

9. Discuss special needs of people of color, women, gay and lesbian people, the poor, and those with physical or mental limitations, utilizing empirical research data. Explain how social institutions have helped to create their needs, and how social welfare responds to efforts by members of these groups to meet their needs.

10. List at least three social welfare professions and utilize empirical data to describe the social welfare services they provide.

11. Compare one social welfare program in the United States with one program in Mexico, Poland, and Sweden, relating them to relevant social institutional structures and social values.

12. Demonstrate oral and written skills in adopting personal position regarding social welfare, including a clear statement of one's personal values relating to social welfare issues.

Assigned Texts

The texts required for this course are the following. They should be purchased from the bookstores on the campus where you are taking the course.

Diana M. DiNitto (1990). Social Welfare: Politics and Public Policy. New Jersey: Prentice-Hall.

Ronald C. Federico (1990). Social Welfare in Today's World. New York: McGraw Hill.

Ford Foundation (1989). The Common Good. New York: Ford Foundation. (To be given our in class with a film.)

Course Procedures

1. Attendance. Your attendance is vital for your participation in course activities. Any student who misses more than two classes will be asked to withdraw from the course. You should not leave the classroom during class, except during the 15 minute break that will be part of each class. It is important to get to class on time; please leave sufficient time to allow for unexpected delays. If you rely on someone else for transportation. please have alternative plans to get to class in the event that the person with whom you usually ride can not come.

2. Participation. Each student will be expected to participate in class activities. This includes making relevant comments that reflect having read assigned materials, being supportive of the learning efforts of other students, and being actively engaged in group projects or role plays.

3. Timeliness. All assignments are due on the date specified later in the syllabus. Late assignments will not be accepted unless special arrangements have been made with the instructor in advance of the due date. all requests for extensions must be in writing, including date and signature.

4. Papers. There will be two papers assigned in the course. They are to be typed and should include the proper use of citations for materials used in the paper. Please see your instructor if you need help with proper citation format.

5. Eating. Many students attend class before or after work, leaving little time for meals at regular meal hours. Therefore, it is acceptable to eat in class as long as it is done quietly, neatly, and with as little disruption of class activities as possible.

6. Class Format. Each class will normally include a review of assigned reading, lecture material presented by the instructor, and some other type of learning activity that might include a guest speaker, a group project, or a role play. Students should come to class prepare to discuss assigned reading, and may be called on by the instructor for this purpose.

You are beginning your professional education. Please act in a professionally responsible manner in this course. Your professional education is an important part of your commitment as a social worker.

Course Assignments

1. Assigned readings. Specific readings will be assigned for each class. They are detailed in the course outline below.

2. Papers. Two papers are required in this course and will be an important element in the student course evaluation, the final paper representing 35% of the grade and the Common Good Analyzation will consist of 15% of the grade calculation.

A. The final and major paper will require the student to chronicalize the history of a major welfare program and to evaluate the success or lack of success and conclude with your own summary of the program. Students will select a program from a list on the first come, first served selection. Students will sign up for the program of their choice by writing their names next to the program they choose on the master list kept by Dr. Coke. They should sign up for a topic by September 20, 1993.

The points that should definitely be included on every paper are:

1. need for program
2. history and enacting legislation
3. funding
4. administration (number of citizens served and nature of services)
5. purpose
6. extensiveness (number of citizens serve and nature or services)
7. evaluation of effectiveness of program
8. current status of program
9. pay particular attention to the degree to which the program you have selected serve minorities and especially vulnerable populations
10. if possible interview people who deliver the service (and possible even those who receive it)
11. The paper should be 10-15 pages typed.

DEADLINES FOR THIS PAPER:

Sept. 20 Select and sign up for a program on list

Oct. 13 Submit a bibliography containing no less than 15-20 sources (books, articles, and/or government documents) that will be used in the paper. From the 15-20 sources make a xerox copy of the five most important sources to be used on the paper. Turn these in for review to Dr. Coke. They will be returned the following week. Students will be advised if their sources appear inappropriate. This will help to keep you on the right track.

Nov. 10 Turn in a two page outline of paper

Dec. 8 The completed and final paper is due

B. The Common Good analyzation paper. Summarize and critique the major points made by the authors. Do you agree with all or some of the recommendations contained in this report (three typed pages).

3. Tests. There will be two tests, a mid-terms and a final. Both will be in class and will utilize a short answer and essay format. They will cover all assigned reading and classroom content.

Grade Calculation

Grades will be calculated as follows:

1. Class participation: 10%
2. Papers: 15% - for The Common Good
   35% - for final paper
3. Tests: 20% for the mid-term
   20% for the final exam

Due dates:

Papers:	Exams:
Nov 3 Common Good analyzation	Oct 13 - Mid-term
Dec 8 Final paper	Dec 15 - Final

Course Outline

Unit I - Introductions
September 8

- Introduction to the course
- Overview of the syllabus
- Introduction to each other

Unit II - Social Welfare and Its Societal Role
September 13, 15, 20, 22

- Defining social welfare
- Distinguishing between social welfare and social work
- The value base of social welfare
- The functions of social welfare for individuals and for society: Human needs and social order
- Sources of human need: biopsychosocial
- Common human needs and human diversity
- Inequality, oppression, and the differential expressions and response to human needs in the social welfare system; the example of AIDS and its impact on people of color, women and gay men
- Women as care givers, users of services, and an oppressed group in social welfare
- Formal and informal social welfare
- Public and private social welfare
- Approaches toward meeting the needs of those with special needs: structural issues and group empowerment as a strategy

Reading: Federico - Chapter 1 and 2
DiNitto - Chapter 3

Unit III - Historical Factors Affecting Social Welfare
September 27, 29 and October 4, 6

- The historical development of social welfare
- Origins of needs and responses to them
- Origins or formalized helping structures
- The pivotal role of women in informal and formal social welfare structures
- The development of categories of need and helping; early value patterns of discrimination and judgmentalism
- The Industrial Revolution and its continuing impact on social welfare
- Intellectual currents affecting social welfare; underlying concepts of racism and sexism as they have affected thinking and empirical research
- Demographic factors influencing social welfare; the impact of ethnic values and the role of women
- Historical influences on social welfare; the impact of poverty, warfare, and natural disasters
- The professionalization of helping
- The development of social welfare for special groups; the poor, children, women, the people of color, those with physical or mental limitations, and gay and lesbian people
- Similarities and differences in the development of social welfare in Western societies

Reading: Federico - Chapter 3 and 4
DiNitto - Chapter 2
Case Study

Unit IV - The Organization of Social Welfare Resources
October 6, 13, 18, 20, 25, 27

- Distinguishing between resources, programs, agencies, and services
- Social insurance and their value base
- Grant programs and their value base
- Other kinds of programs, including self-help groups and their value base
- Formal and informal social welfare resources
- Relating types of programs to those they serve; opportunities and obstacles for people of color, the poor, and women

- **MID-SEMESTER EXAM**

Reading: Federico - Chapter 5
DiNitto - Chapter 11
Case Study

Unit V - Understanding Major Social Welfare Programs
November 1, 3, 8, 10, 15

- Medicare and Medicaid
- "Social Security"
- Supplemental Security Income Program
- Tax "breaks"
- Analyzing the impact of the above programs on people of color, the poor, and women
- Exploring alternative ways to structure programs, and relating programs, structure to societal values and goals and other social institutions
- **COMMON GOOD ANALYSIS**

Reading: Federico - Chapter 6 and 7
DiNitto - Chapter 4, 5, and 6

Unit VI - Social Welfare Controversies
November 10, 15, 17, 22, 24, 29

- The "we versus them" issue
- The "case to cause" issue
- Disagreements over how to best meet needs: the dual perspective, with illustrations from people of color and women
- Disagreements over how to mange the economy, and to what purposes
- Short term versus long term issue in the costs of social welfare and social problems

Reading: Federico - Chapter 8 and 10
Ford Foundation - The Common Good

Unit VII - The social Welfare Profession
December 1, 6, 8, 9, 13, 15

- The social welfare professions
- Demographic data for each regarding people of color and women, including their representation

in leadership positions
- Opportunities for professionals and volunteers
- Professionalization as an issue for people of color, women, and the poor
- The appeal of social welfare profession for people of color and women
- **FINAL PAPER**
- **FINAL EXAM**

Reading: Federico - Chapter 9
Article - "Promoting Minority Access to the Professions", Social Work, July 1989, pp. 346 - 349.

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Marguerite M. Coke, DSW, Fordham University, is the head of the Division of Human Services at the College of New Rochelle. She was formerly employed with the New York City Department for the Aging, and she came to the college of New Rochelle in 1990 as the Director of the Gerontology and Psychology Programs. In 1993, she was appointed the campus director for the South Bronx Campus at the College of New Rochelle-New Resources. Dr. Coke's primary research interest is that of aging and minority aging issues. Her recent publications include an article in The Gerontologist (1991), and a book published by Garland Press (1991) entitled, "The Correlates of Life Satisfaction Among African American Elderly". She is currently working on another book on African American Elderly, to be published by the Haworth Press in 1993. Dr. Coke is a regular contributor to Westchester Sixty Plus, published by the Westchester Office for the Aging. She has received numerous awards for her outstanding participation: Woman of the Year Award from the Daily News; Jefferson Award for outstanding community participation, and Achievement Award from the Black Business and Professional Women. Dr. Coke provides professional service to numerous local and national organizations.

Fifteen

SOCIAL SCIENCE RESEARCH

Nilda E. Hernandez
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INTRODUCTION

The College of New Rochelle, School of Arts and Sciences, located in the Westchester County of New York, is a liberal arts undergraduate college for traditional aged young women between the ages of seventeen and twenty-one. Although the majority of students are of White middle class backgrounds, there are a significant number of diverse ethnic students who are African-American, Asian, and Latino from a wide range of socioeconomic backgrounds. Therefore, it is imperative that courses taught at the College reflect the diverse racial, ethnic, cultural, social class, and gender issues that affect these young women in our society today.

Most students would not place Social Science Research in the "top ten list" of courses they wish to enroll in. Nonetheless, it is a required course for students majoring in social work, sociology, and political science. Students in other majors such as education and nursing also enroll in this course to fulfill their core science requirement. The focus of this course has been on teaching students to design and conduct research by reviewing a variety of social work, sociology, psychology, political science, health, and education studies with the aim toward preparing students to objectively analyze, retrieve, and interpret data and its findings.

However, it was felt that the course did not sufficiently emphasize the issues of diversity related to ethnicity, race, culture, social class, and gender and its implications for bias in research and its effects on the development of social and political policies. In order to make the course more relevant to students it was essential that materials that examine today's societal issues and its impact on us as individuals and as a society be incorporated into the course content.

A revision of the course was developed during the Summer of 1991, which maintained the integrity of the aim of the course but reinforced the significance of diversity by making available to students existing empirical literature that dealt with issues of diversity including bias related to race, ethnicity, culture, and gender that often affects how studies are carried out and the findings that are generated from these studies. This revised course was taught in the Fall of 1992, and it became evident that students found the topics interesting and relevant to their everyday life, particularly the issues raised on race and gender. However, based on the feedback of students on the departmental end-of-semester course evaluations, and from the staff and members of the Task force on Diversity of the Westchester Teacher Education Group, a second revision was made to the Fall 1992 course syllabus that would more comprehensively incorporate diversity content into the course to be implemented in the Fall of 1993.

This current revision of the syllabus includes assigning student groups to specific studies on diversity issues on which they will submit a written critique, as well as make oral presentations that demonstrates that they have thought about how diversity issues influenced the design and findings of the study. In addition, required readings include the addition of a book on studies on ethnicity and race, as well as other materials to be placed on reserve that contain studies on a variety of diversity issues which will be discussed in class.

Incorporating diversity into the Social Science Research syllabus aims to promote understanding and sensitivity toward diversity, increase tolerance of differences, and to encourage students to view diversity issues within a social scientific framework that will enable them to objectively arrive at conclusions with minimal bias.

At the end of the Fall 1993 semester, students will have an opportunity to evaluate the course and indicate whether or not these aims have been achieved.

COURSE SYLLABUS

Students are introduced to the logic and skills of social scientific research and its use and application in social work, sociology, political science and other related disciplines: women's studies; psychology; education; ethnography; health care; etc. The basic methods of research designs, conceptualization and measurement, operationalization, sampling, techniques for gathering and analyzing data, and inquiry into the ethics and politics of social science research will be studied in detail. Students are brought to an understanding of how to apply research methods to their anticipated profession, their everyday lives and to evaluate the implications of race, culture, and gender bias in the research process. Presentations and discussions focus on how to do research and how to be a responsible consumer of social scientific research.

COURSE OBJECTIVES

It is expected that students who complete this course will be able to:

1. Conduct interviews, design questionnaires, use secondary data, examine documents and case materials and be participant observers in gathering information needed in social work practice or social science research.

2. Read, understand and objectively interpret data in tables, charts and/or graphs that appear in journal articles, government reports, community surveys, and other documents; and critique the adequacy and appropriateness of research methods used in studies reported on in journals of social work, sociology, political science, and other related disciplines.

3. Describe the importance the role of social science research has in the development of policies related to child and social welfare, social services, health care, mental health, women's issues, education, curriculum development, AIDS, homelessness, gays and lesbians, community organizations, etc.

4. Follow a system of ethics acceptable to the professions of social work, sociology, political science and other related disciplines when handling and using research data; evaluate the implications of bias and confidentiality on the selection of subjects, and how race, ethnicity, culture, social class, age, and gender affect the research process and influence research bias.

5. Define evaluative research and distinguish it from non-evaluative research in terms of concepts, methodology, administrative and ethical procedures.

6. Apply the values and skills learned in research methods to the evaluation of information and the resolving of problems in their own respective lives.

7. Distinguish qualitative from quantitative research and explain the strengths and weaknesses of each.

8. Describe the purpose of program evaluation and some of the methods used.

9. Define the single-subject design and explain its use in social work research.

10. Self-assessment of strengths and skills in taking the advanced research practicum course and/or beginning professional practice.

11. Design and conduct a research study at the introductory level.

TEXTS

Allen Rubin and Earl Babbie (1992). Research Methods for Social Work, Second Edition. California: Wadsworth Publishing Co.

Carolyn Jacobs and Dorcas D. Bowles (eds.) (1988). Ethnicity and Race. Maryland: N.A.S.W. Inc. (on reserve)

COURSE PROCEDURES

1. **Attendance/Participation.** Attendance and punctuality are essential for student participation, therefore, students are expected to attend class regularly and to have read assigned readings in order to facilitate class discussions. Students who have more than two unexcused absences may be asked to withdraw from the class.

2. **Timeliness.** All assignments are due on the dates specified in the syllabus. **Late assignments will receive a reduced letter grade.**

3. **Class Format.** The class will provide opportunities for discussion of research issues related to social work, sociology, political science and other related fields, and will include review of assigned readings and lecture material presented by the instructor.

COURSE ASSIGNMENTS

1. **Assigned Readings.** Assigned readings are detailed in the course outline.

2. **Papers.** One research critique, a research outline, an annotated bibliography (literature review), and one research paper are required for this course:

a. **Research Critique.** Students will divide into groups and select a research article in their field of interest on which they will make a brief presentation to the class. The presentation should include a discussion of their reactions and observations to the research including identifying the problem(s) being studied, the hypotheses, the variables and concepts of the study, describe the subjects used, how the research was carried out, and any issues of bias observed. Students will evaluate and analyze the strengths and weaknesses of the study and its findings and conclusions. Each group will submit a written summary of the presentation for which the group will receive one grade.

b. **Research Project.** Students will select a research topic in their field of interest. The research paper will be a comprehensive project in which students are expected to complete a study. The research paper must identify the problem to be studied, problem formulation, purpose of the study, the hypotheses, the relevance of the literature review to the study, the selection and rationale for the research design, identify variables and define concepts, selection of subjects, measurement tools and techniques, data collection procedures, feasibility of the study, conclusions, findings, and discussion. The paper will be of ten or more typewritten pages, should reflect evidence of integration of social science research principles, and include proper citation format and a bibliography.

c. **Research Outline.** An outline of the proposed research study must be submitted for approval with the following information: problem formulation, hypotheses, variables, concepts to be measured, description of how the study will be conducted, and the methods to be used to gather and analyze data. The research outline is to be submitted at the same time as the annotated bibliography (literature review).

d. **Annotated Bibliography.** An annotated bibliography (literature review) of all the articles, books, etc. to be used for the research project is to be submitted with the research outline. **All students are required to attend an orientation session at the Gill Library on conducting a literature search.**

3. **Grade Calculation.** Grades will be calculated as follows:

a.	Attendance/Participation:	20 percent
b.	Critique/Presentation:	20 percent
c.	Research Outline:	10 percent
	Literature Review:	20 percent
d.	Research Project	30 percent
		100 percent

COURSE CONTENT

UNIT I- INTRODUCTION/COURSE OVERVIEW: THE ROLE OF RESEARCH IN SOCIAL WORK, SOCIOLOGY, POLITICAL SCIENCE AND OTHER RELATED DISCIPLINES (9/8 & 9/15)

The course begins with an orientation of the historical role of social science research in the fields of social work, sociology, and political science, (e.g. the social survey movement, advocacy and social action, action, effectiveness of social work practice and programs, child and social welfare policies, sociological trends, government policies, etc.), and in other related fields. Lecture material outlines the current debates regarding social work research, knowledge development, practice evaluation and accountability, issues of race and gender bias, and the organizational issues and politics that influence our choices of research questions, methodologies, and the dissemination and utilization of research results. Human inquiry, errors of inquiry, and methods to guard against errors of inquiry will be examined, as well as the structure and creation of social scientific theories, and the links between theory and research.

Readings:

Rubin and Babbie, Chapters 1, 2; Prologue and Appendix C
Davidson, M.E. (1988). "Advocacy Research: Social Context of Social Research", in Ethnicity and Race; Chapter 8. (on reserve)

UNIT II - ETHICAL AND POLITICAL ISSUES IN SOCIAL SCIENCE RESEARCH (9/22)

Lecture material emphasizes the major ethical and political issues involved in research, e.g. voluntary informed consent, confidentiality, issues of age, race, and gender bias and stereotyping, risk/benefit. Examples of ethical dilemmas in social work, sociology, political science, ethnography, education and other disciplines are provided for discussion. Current societal guidelines for protecting human subjects are presented in historical context.

Readings:

Rubin and Babbie, Chapter 3
Westermeyer, J. (1985). "Psychiatric Diagnosis Across Cultural Boundaries", The American Journal of Psychiatry, 142(7); pp 798-805. (on reserve)
Murray, L., et.al. (1980). "Protecting Human Subjects During Social Work Research: Researchers' Opinions", Social Work Research and Abstracts,16(2); pp 25-29. (on reserve)
Weinbach, R.W. (1989). "When Is Statistical Significance Meaningful? A Practice Perspective", Journal of Sociology and Social Welfare, 8; pp 1-15. (on reserve)

UNIT III - THE RESEARCH PROCESS: STEP I PROBLEM FORMULATION (9/29 & 10/6)

Social research is presented as a step by step process beginning with the conceptualization of the research problem. An overview of the process is briefly presented followed by an in depth focus on problem formulation. Key concepts presented include: research question, hypothesis, independent and dependent variables, conceptualization and operationalization. The role of the literature review in this stage is emphasized and students are taught how to conduct a literature review.

Library orientation to be scheduled.

Readings:

Rubin and Babbie, Chapters 4 and 5, Appendices A and B

Fellin, P. "Use of Ethnic Minority Content in Teaching Research", in Ethnicity and Race; Chapter 12. (on reserve)

Reyhner, J. and R.L. Garcia (1989). "Helping Minorities Read Better: Problems and Promises", Reading, Research and Instruction, 28(30); pp 84-91. (on reserve)

UNIT IV - RESEARCH DESIGN (10/20 & 10/27/)

Lecture includes presentation of the major research designs utilized: experimental and quasi-experimental designs, descriptive and explanatory descriptive research, and exploratory studies. The logic underlying each design is presented and examples of each type of design are provided for discussion. As students are beginning to formulate their own ideas for a research project, these ideas provide material for class discussion. Key concepts include: internal and external validity; threats to the validity of cause-effect conclusions in experimental designs (e.g. history, maturation, selection); single subject designs; causation vs. correlation; independent, dependent, antecedent, and intervening variables; research questions vs. research hypotheses.

Readings:

Rubin and Babbie, Chapters 9, 10

Beck, A.T., et.al. (1987). "Outcome of Child Welfare Services Under Permanency Planning. Social Science Review, 61; pp 71-90.

Grady, K.E. (1981). "Sex Bias in Research Design", Psychology of Women Quarterly, 5(4); pp 628-636. (on reserve)

Wiehe, V.R. (1991). Working With Child Abuse and Neglect. F.E. Peacock; Chapter 9. (on reserve)

UNIT V - SAMPLING (11/3)

Lectures provide descriptions of different types of sampling used in research and the implications for bias based on omission of populations based on race, gender, and age. The distinction between probability and non-probability sampling is explained, and students are taught how to decide on the best method of sampling for their research projects. The techniques of drawing various types of samples are taught, e.g. probability methods (simple random sampling, stratified random sampling, systematic sampling, multi-stage cluster sampling) and non-probability methods (accidental, purposive, quota). Key concepts include population, sample, representativeness, sampling error, confidence intervals, generalizability of research results.

Readings:

Rubin and Babbie, Chapter 8

Nihira, K. and Y. Tomiyasu (1987). "Homes of TMR Children: Comparison Between American and Japanese Families", American Journal of Mental Deficiency, 91(5); 486-495. (on reserve)

Smith, H.W. and C. Kronauge (1990). "The Politics of Abortion: Husband Notification Legislation, Self-Disclosure, and Marital Bargaining", The Sociological Quarterly, 31(4), pp 585-598.

Proposal Outline and Annotated Bibliography due.

UNIT VI - MEASUREMENT (11/10 & 11/17)

Lecture material is presented on the development of measurement strategies for research variables. The distinction between conceptual and operational definitions is emphasized using student research projects for class discussion. Levels of measurement (i.e. nominal, ordinal, interval, and ratio) are explained. Students are taught how to locate and critically evaluate existing measurement strategies, and techniques for developing their own measures. The assessment of measures for reliability and validity is discussed, covering various methods for estimating reliability (i.e. test-retest, split-half, alternate forms, internal consistency), and various types of validity assessment (i.e. face, content, criterion, construct).

Readings:

Rubin and Babbie, Chapter 6 and 7

Wiehe, V.R. (1992). Working With Child Abuse and Neglect. F.E. Peacock, Chapter 10. (on reserve)

Research Critique Presentations/Summary due.

UNIT VII - DATA COLLECTION (11/24)

Lecture material is presented on the various methods of collecting data for both qualitative and quantitative research, including direct and participant observation, interviews, self-administered questionnaires, and the use of archival data such as agency records. Students are taught how to design data collection protocols and instruments. A how to approach is emphasized using student research projects for illustration. Informed consent procedures are again discussed in terms of the specific examples used in class.

Readings:

Rubin and Babbie, Chapters 11, 12, 13

Fraser, M. and D. Haapala (1987-88). "Home-Based Family Treatment: A Quantitative-Qualitative Assessment", The Journal of Applied Social Sciences, 12(1).

UNIT VIII - INTRODUCTION TO DATA ANALYSIS (12/1 & 12/8)

This content module usually takes two class sessions and introduces the following key concepts: basic statistics - measures of central tendency (mean, median, mode) and variability (range, standard deviation, variance); correlation coefficients, scatter plots, cross-tabulation; concepts of significance testing (t tests, chi square, fisher exact test), null hypothesis, Type I and Type II errors.

Readings:

Rubin and Babbie, Chapters 14, 15, 16, 17

UNIT IX - PROGRAM EVALUATION (12/15)

Lectures clarify the overlap between program evaluation and social work research. They elaborate both upon the methods of program evaluation and the ways in which the social context of program evaluation influences the implementation of research methods and designs. Finally, lectures examine the steps program evaluators can take to alleviate resistance to their research.

Readings:

Rubin and Babbie, Chapter 18

Research Paper Due - 12/15.

FINAL EXAM - EXAM WEEK

ADDITIONAL SUGGESTED READINGS

JOURNALS IN RELATED DISCIPLINES:

American Ethnic and Racial Studies

Cultural Survival Quarterly

Journal of Cross-Cultural Psychology

Psychological Abstracts

Public Administration Review

Public Welfare

Research on Social Work Practice

Social Policy

Social Sciences Index

Social Work Research and Abstracts

Sociological Abstracts

Sociology and Social Research

Urban Affairs Quarterly

Women Studies Abstracts

THE ROLE OF RESEARCH IN SOCIAL WORK

Fischer, J. (1981). "The Social Work Revolution", Social Work, 26(3). (on reserve)

Gordon, W.E. (1983). "Social Work Revolution or Evolution?", Social Work, 28(3). (on reserve)

Karger, J.H. (1983). "Science, Research and Social Work: Who Controls the Profession?", Social Work, 28(3).

Lewis, H. (1980). "Toward a Planned Approach in Social Work Research, in David Fansel (ed.), Future of Social Work Research, Washington, D.C.: NASW.

Nuehring, E.M. and Pascone, A.B. (1986). "Single Subject Evaluation: A Tool for Quality Assurance", Social Work, 31(5).

Rosen, A. (1983). "Barriers to Utilization of Research by Social Work Practitioners", Journal of Social Service Research, 6(3/4). (on reserve)

ETHICAL ISSUES IN SOCIAL WORK RESEARCH

Gibson, J.W. (1992). "Compensating for Missing Data in Social Work Research", Social Work Research and Abstracts, 28(2). (on reserve).

Murray L., Donovan, R., Kail, B.L., and Medvene, L. (1980). "Protecting Human Subjects During Social Work Research: Researchers' Opinions", Social Work Research and Abstracts, 16(2). (on reserve)

EXAMPLES OF SOCIAL WORK RESEARCH

Baxter, E. and Hopper, K. (1981). Private Lives/Public Spaces: Homeless Adults on the Streets of New York City. New York: Community Service Society. (EXPLORATORY DESIGN AND ADVOCACY RESEARCH WITH QUALITATIVE DATA)

Berlin, S.B. (1983). "Single Case Evaluation: Another Version", Social Work Research and Abstracts. (SINGLE SUBJECT QUASI-EXPERIMENTAL DESIGN WITH QUANTITATIVE DATA)

Fraiberg, S. (1981). "The Muse in the Kitchen: A Case Study in Clinical Research", in Wechsler, et.al., Social Work Research in the Human Services, New York: Human Sciences Press. (SINGLE SUBJECT EXPLORATORY DESIGN WITH QUALITATIVE DATA) (on reserve)

Mercer, S. and Kane, R. A. (1981). "Helplessness and Hopelessness Among the Institutionalized Aged: An Experiment", in Wechster, et.al., Social Work Research in the Human Services, New York: Human Sciences Press. (EXPERIMENTAL DESIGN)

Robertson, Joan F. (1981). "Activity Preferences of Community-Residing Aged as a Guide for Practice Emphases", in Wechsler, et.al., Social Work Research in the Human Services, New York: Human Sciences Press. (DESCRIPTIVE RESEARCH)

RACE AND GENDER ISSUES IN RESEARCH

Brown Parlee, M. (1981). "Appropriate Control Groups in Feminist Research", Psychology of Women Quarterly, 5.

Davis, L.V. "A Feminist Approach to Social Work Research", AFFILIA: Journal of Women and Social Work, 1(1).

Echols, I.J., et.al. (1988). "An Approach for Addressing Racism, Ethnocentrism, and Sexism in the Curriculum", in C. Jacobs and D.D. Bowles (eds.), Ethnicity and Race, Maryland: N.A.S.W., Inc.

Hidalgo, N. (1991). "The Puerto Rican Experience", Research and Development Report, 2. (on reserve)

Hill, R. B. (1980). "Social Work Research on Minorities: Impediments and Opportunities", in David Fansel (ed.), The Future of Social Work Research, Washington, D.C.: N.A.S.W., Inc.

McGowan, B.G. (1988). "Helping Puerto Rican Families at Risk: Responsive Use of Time, Space, and Relationships", in C. Jacobs and D.D. Bowles (eds.), Ethnicity and Race, Maryland: N.A.S.W., Inc.

Staudt, M. (1991). "A Role Perception Study of School Social Work Practice", Social Work, 36(6).

Swap, S. and J. Krasnow (1992). "The Irish American Experience", Research and Development Report, 2. (on reserve)

Wallston, B. (1981). "What are the Questions in Psychology of Women? A Feminist Approach to Research", Psychology of Women Quarterly, No. 5.

West, C. and D.H. Zimmerman (1987). "Doing Gender", Gender and Society, 1(2). (on reserve)

ARTICLES IN RELATED DISCIPLINES

Elam, J.T., et.al. (1991). "Comparison of Subjective Ratings of Function with Observed Functional Ability of Frail Older Persons", American Journal of Public Health, 81(9). (on reserve).

Elliott, D.S. and S.S. Ageton (1980). "Reconciling Race and Class Differences in Self-

Reported and Official Estimates of Delinquency", American Sociological Review, 45.

Geller, J.L. (1991). "Anyplace but the State Hospital: Examining Assumptions About the Benefits of Admission Diversion", Hospital and Community Psychiatry, 42(2).

Hadley, S.W. and Strupp, H.H. (1976). "Contemporary Views of Negative Effects in Psychotherapy", Archives of General Psychiatry, 33. (on reserve).

Inclan, J. (1983). "Psychological Symptomatology in Second Generation Puerto Rican Women of Three Socioeconomic Groups", Journal of Community Psychology. (on reserve).

Rosenheck, R. and C. Leda (1991). "Who Is Served by Programs for the Homeless? Admission to a Domiciliary Care Program for Homeless Veterans", Hospital and Community Psychiatry, 42(2).

Nilda E. Hernandez, MSW, 1978, Columbia University, joined the College of New Rochelle as Assistant Professor of Social Work in September 1991. As a faculty member she teaches courses in research, human behavior and development, family treatment with multi-cultural families, and beginning and advanced courses in social work. She is also the Coordinator of Field Instruction of the Baccalaureate Social Work Program with responsibility for coordinating the internships of Junior and Senior undergraduate Social Work majors. Ms. Hernandez was formerly the Director of Clinical and Residential Services at the South Bronx Mental Health Council, Inc. where she oversaw the administrative and clinical operations of various mental health outpatient programs for children and adults, and the residential and clinical programs for the chronic mentally ill and mentally ill chemical abuser adults. She has over fifteen years of experience as a clinical social worker providing play, individual, family, and group therapy to children and their families, and has been a clinical consultant to the New York City Board of Education. The majority of her clinical and administrative practice has been in the South Bronx and Harlem areas with a large population of racial, ethnic, cultural, and socioeconomic diverse populations. She is presently a Ph.D. candidate in Clinical Social Work at New York University where she is completing her dissertation on the "Influence of the Clinician's Ethnicity on Diagnosis and Treatment." She is a licensed Certified Social Worker in New York State, a member of the Academy of Certified Social Workers, and is a Board Certified Diplomate of the American Board of Examiners. Currently, Ms. Hernandez is involved in various professional activities including the National Association of Social Workers, Inc., the Westchester Colleges Project on Racial Diversity, the Committee on Diversity and Equality, the Steering Committee of the Westchester Intergroup Relations Coalition, and the Diversity Task Force of the Wallace-Reader's Digest Westchester Teacher Education Group.

Sixteen

THE IMPACT OF PREJUDICE ON MINORITY GROUPS IN AMERICA

Sheldon Marcus
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INTRODUCTION

There are several objectives for the course. Among them are the following:

1. To familiarize students with the literature in the field of bigotry and racism. This includes "hard core" material as well as commentary and secondary source material.
2. To inform students of the leading thinkers and "doers" in the field of bigotry, racism, and ethnicity.
3. To expose students to the origins and development of bigotry and racism.
4. To demonstrate how racism and bigotry have impacted on specific ethnic and racial groups in American society.
5. To identify methods of combatting prejudice and racism.

Teaching methodology emphasizes the following:

1. Student presentations on current examples of prejudice and racism.
2. Reaction from fellow students to these presentations.
3. Lectures by the professor.
4. Small group sessions with particular emphasis placed on how to combat prejudice.

5. Suggestions are then reported back to the entire class.

COURSE SYLLABUS

REQUIRED TEXTS:

Myers, Gustavus, History of Bigotry in the United States. New York: Capricorn Books\in care of Putnam, 1954 (pp. 140-195, 284-495).

Takaki, Ronald, A Different Mirror. A History of Multicultural America. Boston: Little, Brown & Co., 1993.

AND

Read TWO of the following books:

Anson, Robert Sam, Best Intentions: The Education and Killing of Edmond Perry. New York: Random House, 1987.

Carter, Stephen, Reflections of an Affirmative Action Baby. New York: Basic Books, 1991.

Kotlowitz, Alex, There are No Children Here: The Story of Two Boys Growing Up in the Other America. New York: Doubleday, 1991.

Ponterotto, Joseph and Pederson, Paul, Preventing Prejudice: A Guide for Counselors and Educators. New Bury Park, Calif., Sage Publications, 1993.

Schlesinger, Arthur, The Disuniting of America: Reflections on a Multicultural Society. New York: W.W. Norton, 1992.

Steele, Shelby, The Content of Our Character: A New Vision of Race in America. New York: St. Martin's Press, 1990.

Talese, Gay, Unto the Sons. New York: Knopf, 1992.

West, Cornel, Race Matters. New York: Beacon, 1993.

Wiesel, Elie, A Jew Today. New York: Random House, 1979.

Course Topics:

1. Overview - The Literature of the Field

2. The Nature of Prejudice - Racism - Bigotry

3. The Myths of Racism

    A. The Aryan Myth
    B. The Anglo-Saxon Myth

4. Minority Groups in America

    A. Irish
    B. Italians
    C. Jews
    D. African-Americans
    E. Puerto Ricans
    F. Asian-Americans
    G. Native Americans

5. Final Examination

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Aaron, Henry and Wheeler, Lonnie, I Had a Hammer. New York: Harper Collins, 1991.

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Sheldon Marcus, Ph.D., Yeshiva, is a full professor in the Division of Administration, Policy and Urban Education; formerly Associate Dean in charge of Fordham-Tarrytown's Graduate School of Education component since its inception in the Fall of 1976. Dr. Marcus joined the Fordham faculty in 1968. He earned his BA and MA from CCNY and his doctorate from Yeshiva University after transferring from Duke University. Dr. Marcus is the author of Father Coughlin: the Tumultuous Life of the Priest of the Little Flower (Little, Brown and Co.), which was nominated for a Pulitzer Prize. Other books include: Conflicts in Urban Education (Basic Books) with Harry N. Rivlin, former Dean of the Fordham University School of Education; Urban Education: Crisis or Opportunity? (Scarecrow Press) with Dr. Philip D. Vairo, President of Worcester State College; and Administrative Decision Making in Schools: A Case Study Approach to Strategic Planning (Oceana), with Dr. Thomas Mulkeen of Fordham University and Dr. Lawrence Finkel of the College of New Rochelle. Dr. Marcus has authored or co-authored over 60 articles, monographs and reviews. This work has appeared in such publications as The Journal of American History, Teachers College Record, and America Magazine. Dr. Marcus has also made numerous speeches at professional organizations and has served on panels with such distinguished individuals as Albert Shanker, Sandra Feldman, Robert Spillane, David Sealey, and Joe Clark.

Part III.

APPENDICES

A. TASK FORCE PARTICIPANTS' NAMES AND ADDRESSES

B. WTEG PROJECT STRUCTURE

C. LIST OF SEMINAR READINGS/INFORMATION PACKETS

Appendix A.

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Appendix B.

W.T.E.G. PROJECT STRUCTURE

Project Director	Advisory Council
Associate Project Director	Subcommittee/Education Chairs

TASK FORCES *

1991-93		1993-95	
Diversity and the Family	Technology	Mathematics and Science	Work-Based Learning

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*Education faculty, Classroom Teachers, and Facilitators

Appendix C.

SEMINAR READINGS/INFORMATION PACKETS

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